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Normal School System

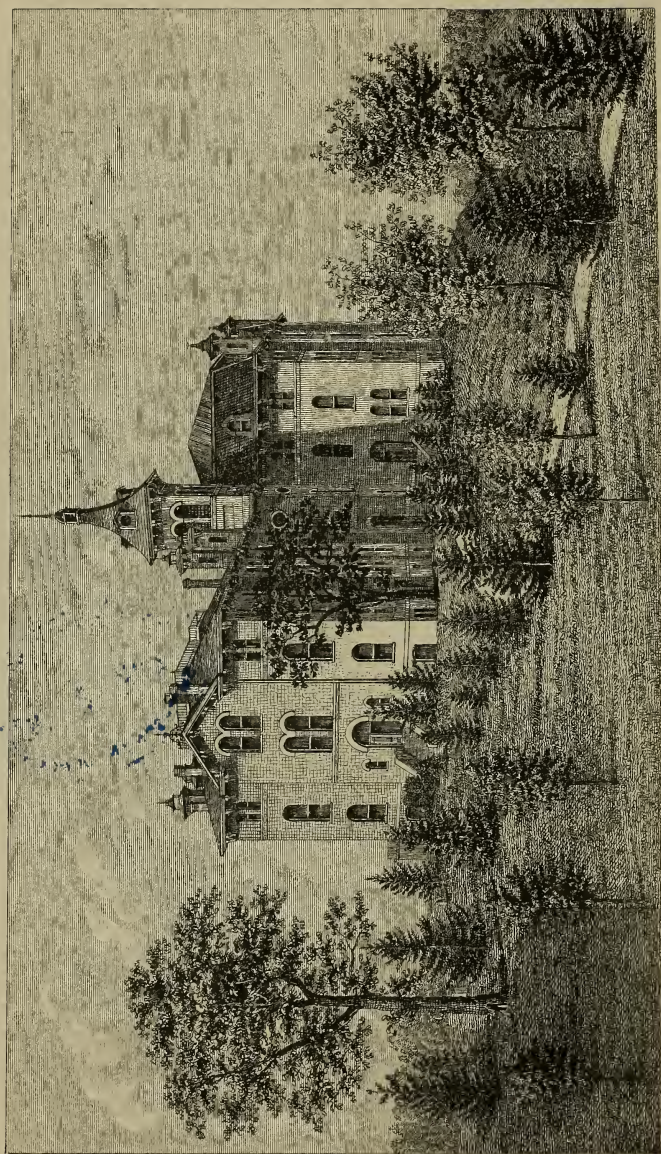
OF

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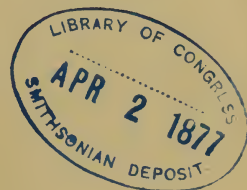




STATE NORMAL SCHOOL, WHITEWATER, WIS.

HISTORICAL SKETCH  
OF  
NORMAL INSTRUCTION  
IN WISCONSIN.

1846-1876.



BY ALBERT SALISBURY,

*Professor of History in the Whitewater Normal School.*

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## PREFACE.

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IN the preparation of this sketch, as will easily be seen, there has been no attempt at ornament; there has been, however, a persistent and laborious effort at accuracy in matters of fact. But in an account extending over so many years, and prepared under such circumstances as this, it must needs be that some omissions and even errors exist. The most that can be hoped is that they are not serious ones.

It has been the aim to make a tolerably complete and convenient book of reference, and at the same time to preserve, as far as possible, the form of a connected narrative. With this in view, the matter has been arranged in chapters under such general heads that a person interested only in a particular point or direction need not be compelled to read the whole book in order to find the desired information. Although this plan has made considerable repetition necessary, it has been adhered to faithfully throughout, even where the repetition was very distasteful to the writer.

It need hardly be said that there has been a free use

of material wherever found; and no one who has written upon the topics which the sketch comprises need be surprised to find his sentences comfortably sandwiched between my own, for better or for worse.

It has been my strong desire to compile a record which should be satisfactory to my colleagues in the Normal School work of the state, and useful to persons abroad having any interest in that of which it treats. I commit it to the printer with very little hope that I have succeeded. The work can hardly be satisfactory to any but the indifferent. But I may at least say to those who will think that I have made poor use of my material and that the work is badly done, that they little know how easy it would have been to do even worse.

A. S.

WHITEWATER, May, 1876.

HISTORICAL SKETCH  
OF  
NORMAL INSTRUCTION  
IN WISCONSIN.

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CHAPTER I.

THE GROWTH OF THE IDEA.

The flourishing oak tree implies the acorn, the soil, and time for growth. A system of normal instruction like that of Wisconsin, with its four schools in active operation, with others in prospect, and with an elaborate adjunct system of teachers' institutes, similarly implies previous agitation and labor and the gradual growth of favorable public sentiment. And any intelligent presentation of the normal school history of the state must include some consideration of the growth of the normal school idea among the people of the state.

The normal school acorn was brought from the east to Wisconsin in the territorial days. The first attempt to plant it was made in the constitutional convention of 1846. In the journal of that body we read as follows: "The question was then put on concurring in the fifth amendment of the committee [of the whole],

which was to add to section 2d, 'until a university shall be established, the net income of the university lands shall be appropriated to the support of normal schools,' and was decided in the negative (48 to 51)."

The authorship of this amendment cannot be certainly determined. Dr. Henry Barnard had come to Madison, at the invitation of Hon. John H. Tweedy and others, and addressed the convention at an evening session. The points advocated by him were reduced to writing by himself, and were embodied in the constitution as adopted by the convention. Possibly he was the author of this unsuccessful amendment also, but it seems hardly probable.

The constitution of 1846 was rejected by the people of the territory, and another convention met late in 1847. As a part of the article on education, the committee on that subject reported the following: "Section 7. When the population of any county in this state shall exceed twenty thousand in number, provision shall be made by law for the erection of an academy in such county, with male and female departments and a normal school department for the education of teachers for the primary schools." But this section was expunged by the convention.

#### *The State Constitution.*

The normal school idea, however, gained a foothold in the constitution of 1848, which, in art. X., sec. 2, sets apart "a separate fund, to be called the school fund, the interest of which, and all other revenues derived from the school lands, shall be exclusively applied to the following objects, to wit:

"1. To the support and maintenance of common schools in each school district, and the purchase of suitable libraries and apparatus therefor.

"2. The residue shall be appropriated to the support and maintenance of academies and normal schools, and suitable libraries and apparatus therefor."

Here we are able to trace, in part at least, the paternity of the provision for normal schools. The article on education was drafted by Rev. Eleazer Root, of Waukesha, who had been elected to the convention by constituents of opposite politics, with especial reference to the cause of public education. During the weeks between Mr. Root's election as a delegate and the assembling of the convention, he had been in frequent conference with Mr. Elihu Enos, Jr., a graduate of the Albany Normal School under David P. Page, who had just entered upon the work of teaching in Waukesha, through Mr. Root's instrumentality. Fresh from the influence of Mr. Page, and full of enthusiasm for normal schools, Mr. Enos labored diligently to instil the idea into Mr. Root's mind, and with success.

The first plan conceived for securing normal instruction in the state was that of connecting it with the University. In January of 1849, less than a year after the admission of Wisconsin as a state, the regents of the embryo State University, by an ordinance which was ratified by the legislature in the month following, established therein a normal department. But the funds at their command were insufficient for the work already in hand, and the ordinance remained inoperative so far as it concerned normal instruction.



*First Report of the State Superintendent.*

At the close of 1849, Hon. Eleazer Root, then Superintendent of Public Instruction, made the first annual report from his department. In it, he calls attention to the provision of the constitution respecting normal schools, recounts the history of the Albany Normal School, and transmits the University "ordinance of 1849" just alluded to. He thinks that such a normal department, with a system of teachers' institutes, may answer *present* need.

Concerning this ordinance of 1849, it cannot be amiss to give such extracts from it as will give an intelligent idea of its purport. The charter of the University had provided for four departments, the fourth being that of "the theory and practice of elementary instruction."

*The University Ordinance of 1849.*

The ordinance referred to, after organizing the "Department of Science, Literature and the Arts," proceeds as follows:

*"The Regents of the University do further ordain :*

"1. That there be hereby established a normal professorship; and that it be the duty of the chair to render instruction in the art of teaching, comprising the most approved modes of inculcating knowledge, and administering the discipline of the common school; and in such branches of study as may best prepare the pupils in this department for their honorable and useful vocation as educators of the popular mind."

Sec. 2 constitutes the chancellor and the normal

professor the faculty of this department, whose duty it shall be to hold annual sessions of at least five months, for the instruction of such *young men* as may avail themselves thereof with a view to teaching in the state.

Other sections provide for tuition without charge, for a degree and diploma, etc.

Sec. 6 declares, "That it is the fixed intention of the board of regents thus to make the University of Wisconsin subsidiary to the great cause of popular education, by making it, through its normal department, the nursery of the educators of the popular mind, and the central point of union and harmony to the educational interests of the commonwealth."

*Supt. Root's Reports for 1850 and 1851.*

In his report for 1850, Supt. Root again argues for normal instruction, saying: "In consideration of the exigencies of the public schools, the imperative demand for normal instruction, and the probable inadequacy of the available means of the University to provide for the reasonable supply of that demand, I would respectfully suggest for the consideration of the legislature, the policy of aiding the regents in the completion of the normal school building already begun, and of making an appropriation from the annual revenue of the school fund, of a sum sufficient to defray the current expenses of normal instruction therein, until the University shall be able to assume the burden for the benefit of the common schools of the state."

And in 1851, in his last report, he returns vigorously to the charge with these words: "The utility of normal instruction is conceded; it is provided for in the consti-

tution; it is imperatively demanded by our wants; 2,300 schools ask for it, and more than 111,000 children are in daily need of it. Action on this subject should be no longer postponed. The income of the school fund is now amply sufficient to justify it." He therefore urged the "speedy organization of the department for teachers in the University." A lame conclusion to so vigorous an onset, we might say, looking at the matter in the light of to-day.

*Report of the University Regents in 1851.*

In the report of the university regents, bearing date January 1, 1851, the purposes of the board in regard to the normal department are again outlined, forming a very complete and intelligent plan, including "the opening of a Model School in the village of Madison," and "the admission of female as well as male teachers to all the advantages of the normal department of the University." The foundation of a building for that department (the south dormitory) was already laid, and the board proposed, if the state of the treasury would permit, to have the building completed and the department opened by the spring of 1852. This hope was not realized.

*Work of Supt. Ladd in 1852 and 1853.*

A new phase in the growth of the normal school idea was introduced in 1852, by Supt. Azel P. Ladd, who held in various portions of state, what he calls in his report, "Temporary Normal Schools." These will justly demand of us farther notice under the head of teachers' institutes. This action of Supt. Ladd, con-

sidering the general condition of educational affairs at that time, deserves to be held in most honorable memory by his successors in the work, for the sagacity and industry which gave it birth.

He urged the necessity of state aid to this work, and procured the passage of a bill to that purpose through one house of the legislature, but it met with failure in the other.

In his second report, for 1853, the same matter was presented more fully, and, in addition, the following:

"No appropriation has yet been made to carry into effect the provision of the constitution relative to a state normal school. That a school of this character is needed, the difficulty of obtaining good teachers for our schools is the best evidence. \* \* Until we have an institution of this kind, we cannot reasonably expect the character of our schools will be commensurate with the munificence of our fund. I would, therefore, commend this subject to your consideration."

*Supt. Wright in 1854.*

Supt. H. A. Wright, in his report for 1854, speaks of the value of normal schools, of their usefulness wherever tried, and of the great need of them in this state. He especially urges the speedy development of the normal department of the University, and calls upon the legislature to furnish the pecuniary aid, without which the regents would be unable to put their plan into operation. He says, "It is the intention of the law of the state, providing for a normal department of the University, and of the board of regents acting under that law, that it should be organized and opened for

the reception of teachers; but when? That is the important point. We shall never hereafter need its good services so much as now, in providing the schools with good teachers, and *now* is the time for that normal department to exist otherwise than upon paper. It has thus slumbered long enough."

*A Step Forward Attempted by the University.*

In 1855, the University attempted to take a forward step in the development of the projected normal department, as may be best told by a letter from Chancellor Lathrop, which was embodied by Superintendent A. C. Barry in his report for 1855.

Says Chancellor Lathrop, "It is the settled design of the regents of the University to make the institution subsidiary to the cause of popular education through its normal department. In accordance with this policy, the board at their last meeting appropriated \$500 per annum for the support of this department, and filled the chair of normal instruction by the election of Prof. Daniel Read, who is also professor of the English department of the faculty of arts. A yearly course of professional instruction will be rendered in the art of teaching, at such season of the year as will best suit the convenience of the teachers' classes.

"In the present condition of the university fund, this is all that the regents are able to do in that direction. A full organization of the department will require;

"1. The support of a normal professor, whose undivided time and energies shall be devoted to the duties of his charge.

"2. The necessary apartments and apparatus; and



"3. A well arranged system of teachers' institutes which shall carry temporary normal instruction into every section of the state.

"The professional course at the University should occupy about five months of the year, and during the seven months of vacation the normal professor, in connection with the state superintendent, should hold at least one teachers' institute in each judicial district. \* \* An appropriation of \$2,000 per annum would enable the board to perfect the system, and to offer to the public a normal organization not to be surpassed elsewhere, at a moiety of the expenditure it would require to set up a normal school separate from the University, which could not be expected to perform the work as well."

But the legislature failed to respond with the asked for aid.

The experiment was continued by the University alone, to the extent of two courses of professional lectures, delivered by Prof. Read, on the Art of Teaching. The first began in the latter part of May, 1856, and continued through the eight remaining weeks of the term. Eighteen students are recorded as in attendance. A second course was given in 1857, with an attendance of twenty-eight students.

*A Bill for Normal Schools by Hon. Jas. Sutherland.*

The first discoverable evidence of any legislative consideration of the normal school question is found in the senate journal for 1856, from which it appears that in the session for that year, Hon. James Sutherland, of Janesville, introduced "a bill for an act to provide for

normal instruction and teachers' institutes." But this bill met a pioneer's fate and failed to pass the senate.

*Supt. Barry's Report for 1856.*

In his report for 1856, Supt. Barry treats the subject of normal schools and teachers' institutes quite elaborately, quoting at considerable length from Horace Mann, and also from Henry Barnard.

He commends the action of the university regents in establishing the normal professorship under Dr. Read, and favors the development of the normal department; but he protests against the idea that it will satisfy the needs of the state, and urges the founding of a separate and independent normal school. The report contains much valuable matter and clear thought.

*Dissatisfaction with the University — Attempt to Divide its Fund.*

About this time there was much dissatisfaction on the part of some, with the workings of the University; and the friends of the corporate colleges and academies conceived the idea of getting for themselves a share of the university fund. It was soon found that the conditions of the U. S. grant of the university lands were such that the fund could not be diverted in any way.

The attention of the college men was then directed toward the "swamp land fund," and when the legislature met in January, 1857, a college delegation came to the capitol to procure the passage of an act aiding their schools, from the proceeds of the sale of the swamp lands granted to the state by the general government. Prominent in this "lobby" were Dr. Edward Cooke,

President of Lawrence University, and Prof. A. C. Spicer, Principal of Milton Academy.

*Legislative Action in 1857.*

A bill entitled "a bill to create and establish a literature fund from the proceeds of the sale of swamp lands" was, in accordance with their desires, introduced in the senate by Hon. J. Allen Barber. It was remodeled by Hon. Jas. Sutherland, chairman of the committee on education, and by him championed through the senate, passing by a vote of 24 to 1.

Meanwhile, at the instance of Prof. J. G. McMynn, of Racine, and Hon. Elihu Enos, Jr., of Waukesha, a bill was introduced in the assembly, by Hon. Llewellyn J. Evans, of Racine, chairman of the committee on education, "to establish a normal school and teachers' institute." Both bills were favorably reported by the assembly committee.

The friends of the latter bill, headed by Mr. Enos, made a strong push against the college bill; and the result was a reference of both bills to a special committee, headed by Dr. Dugald H. Cameron. This committee reported a substitute on the same day, March 5th, which passed both houses on the next day, and received the approval of the governor, March 7th. Thus originated the act of 1857, "An act for the encouragement of academies and normal schools."

This law, portions of which are given in another place, set apart to the purposes specified in its title, the *income* of one-fourth of the gross proceeds of the sale of the swamp lands granted to the state in 1850; it also provided for a board of regents by which the distri-

bution of the income was to be made to the schools, as said board might determine.

*The Board of Regents.*

This board, as appointed by Gov. Bashford, after the adjournment of the legislature, was largely made up of the officers and friends of the very institutions which were to receive its aid. The substitute bill, which became the law, had not given entire satisfaction to all the original movers, Dr. Cooke, indeed, being strongly opposed to it; but, such as it was, the best must be made of it.

At the first meeting of the board, held July 15, 1857, the question of establishing a distinct normal school came up, and was referred to a committee, of which Dr. Cooke was chairman. Naturally enough, the committee did not report favorably.

Of the several "conclusions" of the report, only the first need be given, viz: "1st. However desirable separate normal schools, not connected with any other institutions, may be to the interests of education, in the opinion of your committee, the act entitled, 'An act for the encouragement of academies and normal schools' does not empower this board of regents to take any steps in that direction, other than to receive proposals from towns, villages and cities, proposing to erect and donate such institutions." But this plan of entrusting all normal instruction to departments of colleges, academies, and high schools, for the benefits of the act were eventually extended to high schools also, was never satisfactory to all parties; and the practical workings of it did not always tend to increase satisfaction.

*Supt. Barry's Report for 1857.*

The gradual growth of public opinion is well illustrated by the more advanced stand taken by Supt. Barry in his report for 1857. He says, "Proper and thorough instruction in the theory and practice of the teacher's profession can only be furnished by the NORMAL SCHOOL."

And in commenting upon the act of 1857, says: "I regard the action of the last legislature on this subject in part at least, as premature and ill-advised; and the entire plan as impracticable, and destined of course to fail. Without wishing to disparage in the smallest degree the claims of our colleges and academies, or to call in question their usefulness, I unhesitatingly assert that it is utterly impossible for them to furnish the normal instruction required, even though the entire income of the school fund were to be distributed among them. The experiment has been fairly and faithfully tried [in New York], and has failed most signally and disastrously. \* \* We may save time, money, and the vexation and shame consequent upon defeat, by proceeding at once to the establishment of a state normal school on a wise and liberal basis. Never shall we need such an institution more than we do at the present time. I again respectfully urge this subject upon the attention of the legislature, and shall hope for its favorable action in relation thereto."

*The State Teachers' Association.*

The State Teachers' Association had discussed the question of normal schools at its meeting at Waukesha,



in 1857, and perhaps at Beloit the year before, but had given forth no decided voice in the matter until the meeting at Portage, in 1858.

At this meeting, Rev. J. B. Pradt read an elaborate essay on Normal Schools, and a committee consisting of Messrs. Pickett, Pradt, and Griffith, reported a "Plan of Normal Instruction," prepared by Mr. Pradt, which included as one of its several features, "An itinerant normal faculty, who in conjunction with the county superintendents, shall give instruction in the institutes." Was it a foreshadowing of the present institute system?

Although the legislature had given to the colleges and academies what it had denied to the University, viz: aid for the support of normal instruction, the University did not give up the idea of a normal department.

#### *The University — Dr. Barnard.*

By a bill introduced in 1858, but lost in the closing hours of the session, it was proposed to reorganize the University with nine departments, among which that of normal instruction was named as first; and the Chancellor, in a communication to the university regents, in June of that year, urges that "the time has arrived for a full development of the normal department."

The University was at that time reorganized by an ordinance of the regents in which, strangely enough, no normal department is once named, though they proceeded immediately to elect Hon. Henry Barnard, LL.D., as "Chancellor and Professor of Normal Instruction." This choice had been made largely through the influence of Dr. Daniel Read, the Normal Professor of the University, now President of the Missouri State Univer-

sity. The attention of the board of normal regents was also directed toward Dr. Barnard. At a meeting of this board, October 5, 1858, he was present, by invitation it would seem, and was then elected as their agent.

His specific duties were, "to visit and exercise a supervisory control over the normal departments of all such institutions as shall apply for a participation in the normal school fund; to conduct county teachers' institutes, and give normal instruction in the same; and to coöperate with the superintendent of public instruction in providing a system of public educational addresses, to be delivered in the various counties of the state." Let it be remembered that he was also chancellor of the University.

*Supt. Draper's Report for 1858.*

Supt. L. C. Draper, in his report for that year, discusses elaborately and lengthily the subject of normal schools and teachers' institutes.

He speaks of the division of opinion as to the wisdom and practical results of the law of 1857, but does not seem to commit himself very decidedly to either side.

He waxes enthusiastic over the prospective advent of Dr. Barnard, in the following terms: "Regarding as I do, Mr. Barnard's connection with our State University and our Normal School system -- especially the latter, as the most important event that has ever occurred in our educational history -- if not indeed, the most important in view of its probable consequences, that has ever transpired in the history of the state, I shall venture to give some notice of his most prominent services --



thus endeavoring to show what we may reasonably expect as the result of his earnest labors here, by what he has elsewhere so largely and so thoroughly accomplished."

Then follow several pages of biography, closing with: "Such is Henry Barnard. We have reason, as a state, to felicitate ourselves on the acquisition of such a man. It ought to form a new era in our state history; *and it will*, if we are true to ourselves and to him. We shall best honor ourselves and bless our state by listening confidently to, and promptly carrying into effect, whatever suggestions and advice such a man as Henry Barnard, in his ripe experience, and noble devotion to the good of his race, may deem it his duty to offer on matters pertaining to the great cause of popular education in Wisconsin."

Teachers' associations passed congratulatory resolutions; and the state was passed over, as it were, into Dr. Barnard's hands, in the enthusiastic belief that he would be able to do all things. But, although all this adulation was almost justified by his previous work and reputation, the fact remained that it was not within the power of any man to fulfill such over-wrought expectations.

#### *Dr. Barnard's Labors in Wisconsin.*

Dr. Barnard was not able to enter upon his labors in Wisconsin until the spring of 1859. But during the autumn of that year he organized and carried out a series of teachers' institutes, reaching about twenty counties. The work done under his direction in 1860, by examinations, institutes, and teachers' associations,

reached probably three-fourths of all the teachers in the state. In connection with this work, several prominent educators were brought temporarily, some permanently, into the state, who did not a little to foster the educational spirit, and to promote the growth of the normal school idea. But Dr. Barnard's labors here were greatly interrupted by ill health, and about the beginning of 1861, he resigned his positions and closed his career in Wisconsin.

While there was general disappointment at the failure of so many high hopes, and great dissatisfaction on the part of some, at his seeming neglect of the University under his charge, it is undoubtedly true that he did something, in several ways, to advance the cause of education in the state at large.

After the exit of Dr. Barnard, the dissatisfaction with the act of 1857 naturally increased. To many it seemed to forestall, or at least to seriously delay the establishment of true normal schools; though others had all the while looked upon it as the stepping-stone to the desired end.

*Supt. Pickard's Reports.*

Supt. J. L. Pickard says, in his report for 1860: "The agencies now at work will soon prepare us for normal schools, which must be established ere long. I am not prepared at present to recommend any action upon this subject. I would only express my conviction that *more than one* should be established, and aided rather than supported by the state." In 1862, he says: "No temporary expedient can supply the place of the

professional school, or in any way diminish the necessity for such a school."

In 1863, after reviewing the workings of the system then in operation, he continues, most pertinently: "Much good has been accomplished by these agencies, but they are at present inadequate to the demand. Permanent normal schools are needed, whose sole business shall be the training of teachers. The department of normal instruction of the State University has been opened within the past year, and the attendance has been very large. Many pupils connected with it are not normal students, and have no intention of engaging in the work of teaching. The circumstances under which it was opened rendered such a course advisable. A course of study has been adopted, but it will be next to impossible to pursue such a course of training in the art of teaching, as is essential to complete professional culture. The model school cannot be engrafted upon the University. \* \* \* No one school will supply the wants of the state. We should look to the establishment of not less than four such schools, including the Normal Department of the University. \* \* \* It is my impression that the present is the time to take the initiatory steps."

*Opening of a Normal Department in the University.*

In the spring of 1863, the University had taken a new departure in the shape of a separate and tangible normal department, under the charge of Prof. Charles H. Allen. It is this which is referred to by Superintendent Pickard in the above extract. One object of this was to make a place for young women in the Uni-

versity. Seventy-six entered during the first term, this being the first appearance of ladies as students at the University, and took possession of the south dormitory.

The old-time college prejudice against the admission of women was not wanting here, of course; but the normal department continued until 1869, when it was merged into the Female College, which was, in turn, fully merged into the University in 1873. Prof. Allen continued in charge until near the end of 1865, and was succeeded by Prof. Joseph C. Pickard.

*Jno. G. McMynn as Agent of the Normal Regents in 1863.*

During the year 1863, to go back again in our narrative, Jno. G. McMynn was the agent of the board of normal regents, conducting institutes, and examining the normal classes of the several schools. The war for the Union had materially weakened the more advanced classes of all schools, and Mr. McMynn saw an opportunity to make head against a system which he considered radically mischievous. In his annual tour of examination, by an unusual severity of examination, he greatly reduced the number of beneficiaries, and did much to break down the system then current. The medicine was severe, and most unpalatable to the immediate recipients, but it has undoubtedly had a salutary influence upon the state as a whole.

*Character of the so-called Normal Departments.*

The belief is quite general that the so-called normal departments were such only in name, and that they did nothing but purely academic work and not always the best of that. While this is probably a near approach

to the truth in some cases, the writer hereof can testify of one school (Milton Academy) that the "teachers' class" was an actual and practical thing, and helped to give a better class of teachers to the country round about.

*Seventh Annual Report of the Normal Regents.*

Portions of the report of the board of regents for 1864, are here inserted as showing what that system was in its latest and, consequently, best perfected form:

"The board, in their report for 1862, say that 'normal instruction, like other branches of education in the state, has met with obstacles for the last two years by the war, which has not only withdrawn many of the young men from the classes, in some cases nearly depleting them, but has taken some of the best instructors.' These obstacles have by no means been diminished during the period covered by this report. Not only has the occasion of the war called away many of the male pupils and instructors, but has by this call made vacant places which were of necessity filled by female teachers, and thus drawing still more on the classes. The result has been a lowering of the standard of scholarship in nearly every class reporting to the board. While the number reported by the various classes was about the same as that of 1862, and the standard of examination established by the board was the same, a smaller number actually passed the required standard.

"On the other hand the board has acted in conjunction with the State Superintendent in holding teachers institutes in different sections of the state with marked good results. It has been the uniform testimony of



those attending these institutes that the results have been beneficial in awakening new interest and zeal in the cause of education, and imparting new vigor to the teachers. County superintendents have expressed their great satisfaction at the results, and they have been greatly encouraged and strengthened in their own work by the new impetus thus given.

"The board consider that no part of the fund gives quicker returns or is more satisfactorily expended than that appropriated for these county or district institutes. Their influences in most cases reach districts but little benefited by normal classes, as it has been the uniform policy of the board to send their agent and make appropriations for institutes in those counties where no normal class exists, in order that the benefit of the fund may be partaken of by all.

*Institutions Reporting.*

"There are four classes of institutions making report to this board:

"1. Colleges with a net property of \$50,000.

"2. Female Colleges, with a net property of \$20,000.

"3. Academies with a net property of \$5,000.

"4. Union or high schools without any property qualifications defined, but being 'under the control of any city, village, town, or district board of commissioners, trustees, or directors, having control of the schools in said city, village, town or district, according to the laws of this state.'

"Of these several classes, reports were received and a portion of the fund appropriated to the following institutions:

"Lawrence University — Appleton, Outagamie Co.

"Milton Academy — Milton, Rock Co.

"Allen's Grove Academy — Allen's Grove, Walworth Co.

"Beloit High School — Beloit, Rock Co.

"Delavan High School — Delavan, Walworth Co.

*Amounts Appropriated to Schools.*

"The following table exhibits the number of pupils claimed as having pursued normal studies, according to the requirements of the board, together with the number allowed by the board, and the amount appropriated to each institution:

	1st Year's Course.	2d Year.	Allow'd	Am't.
Lawrence University, - - - - -	12	1	2	\$60
Milton Academy, - - - - -	31	10	9	270
Allen's Grove Academy, - - - - -	20	5	9	270
Beloit High School, - - - - -	20	.....	5	150
Delavan High School, - - - - -	7	.....	1	30
Platteville Academy, - - - - -	1	1	.....	.....
Albion Academy, - - - - -	21	3	1	30
Wanpaca High School, - - - - -	22	.....	9	270
	134	20	36	\$1,080

"This distribution was at the rate of \$30 for each pupil passing the examination. The board can only repeat a remark made in its report for 1859:

" 'These amounts, together with those received from the tuition of pupils, ought surely to be a sufficient inducement for the establishment of good normal classes, and it is not unreasonable, on the part of the state, to expect that the work for which the institutions are paid shall be fully and amply done. Nor should any institution lay claim to or expect to receive aid and encouragement from the state, until, on its part, it is willing and able to do the state some service.'



COURSE OF STUDY.

<i>Preliminary Studies.</i>	<i>First Year's Course.</i>	<i>Second Year's Course.</i>	<i>Third Year's Course.</i>
<p>Intellectual Arithmetic. Written Arithmetic to Propor. 1. Geography. 2. Grammar. Reading. Writing. Spelling.</p>	<p>3. Higher Arithmetic and Arithmetical Analysis. 4. Algebra to Quadratic Eq. 5. Physical Geography. 6. Composition. 7. Analysis of English Words. 8. Physiology. 9. United States History. 10. Elementary Sounds. Theory and Practice of Teaching.</p>	<p>Higher Algebra. Plain Geometry. Natural Philosophy. Rhetoric. 11. English Language. 12. Mental Philosophy. 13. Science of Government. 14. Agriculture. 15. Natural History. Theory and Practice of Teaching.</p>	<p>Solid Geom. and Mensuration. Trigonometry and Surveying. Chemistry. Criticism and Logic. 15. English Language. Moral Science. Political Economy. Astronomy. Perspective or Object Drawing. Science and History of Education.</p>
<p>The Preliminary Examination should show a knowledge of the branches required, equivalent to what is given in ordinary text books. 1. Including Mathematical and Descriptive. 2. Equivalent to what is given in Clark's or Green's. 3. Particular attention should be paid to forms of analysis, and pupils should be able to solve by analysis all examples given in ordinary text books. 4. Equivalent to what is given in Robinson's University Algebra, before quadratics. 5. In substance as given in Warren's. 6. Equivalent to Quackenboss' or Parker's Aids. 7. Equivalent to Sander's or McElligott's Analysis, or Part Fourth of Fowler's English Language. 8. What is given in ordinary school text books.</p>			<p>9. Including practice on a Normal Chart, and a knowledge of the marks used in Webster's Dictionary. 10. Should be able to sketch a Map of Town, County or State, or of any of the United States. 11. A still further knowledge of the structure of our language, such as is given in Fowler's English Language. 12. Sheppard's Constitutional Text Book, Young's Science of Government, or Mansell's Political Manual, including a knowledge of the Constitution of our own State. 13. Some practical work like Blake's, Chapman's, or Norton's Science of Agriculture. 14. The elements of what is given in Mrs. Redfield's, or Ruschenberger's, or Ackerman's, entire. 15. A continuation of the study of our own language, from Fowler, Marsh or some other equivalent works.</p>

*Financial Exhibit.*

STATEMENT showing the transactions of the Normal School Fund during the fiscal year ending September 30, 1864.

Date.		Receipts.	Disbursements.
1863.			
Oct. 1	Balance in the fund, - - -	\$178 21	.....
1864.			
June 1	Transfer from Swamp Land Fund Income,	2,977 50	.....
1863.			
Nov. 3	Paid expenses J. L. Pickard, - - -	.....	\$100 00
Dec. 16	services J. G. McMynn, - - -	.....	78 00
1864.			
July 1	services J. G. McMynn, - - -	.....	500 00
July 1	incidental expenses, - - -	.....	100 00
July 7	mileage C. C. Sholes, - - -	.....	27 00
July 8	mileage Wm. Starr, - - -	.....	24 00
July 8	mileage Silas Chapman, - - -	.....	20 00
July 8	services Silas Chapman, - - -	.....	70 00
July 14	appropriation Milton Academy, -	.....	270 00
July 14	appropriation Allen's Grove Academy,	.....	270 00
July 15	appropriation Beloit High School,	.....	150 00
July 25	appropriation Waupaca High School,	.....	270 00
July 26	traveling expenses J. G. McMynn,	.....	200 00
Aug. 5	appropriation Albion Academy, -	.....	30 00
Sep. 6	mileage H. Robbins, - - -	.....	20 00
Sep. 20	mileage J. E. Thomas, - - -	.....	30 00
Sep. 30	Balance in the fund, - - -	.....	206 71
		\$3,155 71	\$3,155 71

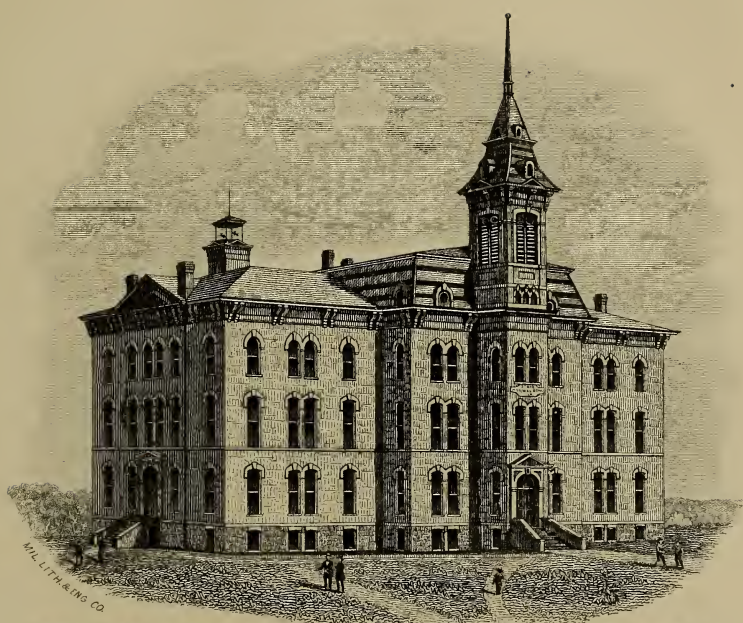
*Regulations of the Board.*

That portion of the regulations of the board to the organization of classes and the granting of diplomas is also given.

*Organization of Classes.*

"1. Pupils must make written application to the principal of the institution to become members of the class, setting forth name, age, and place of residence, and also a desire to prepare for teaching, and an intention to teach at least two years in the state of Wisconsin.

"2. A special examination (both written and oral) should be had for admission to the class, and no one



**STATE NORMAL SCHOOL, RIVER FALLS.**



should be admitted who does not pass a creditable examination in the following branches: Reading, spelling, penmanship, geography, grammar, intellectual arithmetic, and written arithmetic to proportion.

"3. The normal class should meet as a class every school day; and in addition to such lessons as may be recited in other classes, should have special instructions given in the best methods of teaching the different branches, best methods of organizing and classifying mixed and graded schools, true order of studies, school programme, school discipline, and other subjects connected with the practical work of the school room, and should, as a class, carefully study some work upon the theory and practice of teaching and science of education.

"4. A class record should be kept, showing the actual attendance and standing of each member of the class, as also the duties each has performed in writing essays, and conducting class exercises.

"5. The preliminary examination papers, original application, and class record must be presented to the agent at the time of the examination.

"6. Pupils must be at least 16 years of age at the time of entering the normal department, and must be in attendance at least one term of four months during the year covered by the report, after all days of absence, holidays, the usual Saturday vacation, and all other days in which normal instruction is not given, are deducted.

"There must have been an actual attendance of sixty-five days, in order to bring the pupil into the list of normal students to be reported to the board.

“Institutions drawing from the fund will be expected to keep the normal department in operation during at least one term of the year, and no appropriation will be made to institutions that do not meet these requirements, unless some valid reason is shown why it is not so done.

“Pupils in the normal department must pursue at least three of the studies laid down by the board. The board would further call the attention of instructors to the necessity of lectures and debates with the normal class, and always, when practicable, the establishment of model classes in connection therewith.

“A knowledge of vocal music is desirable, and when that or German has been acquired, will be certified to in the diploma.

*Examinations.*

“The examinations will be held, when desired, once a year, and will be upon *the entire course* of the year for which the pupil is entered. None should be presented for examination who, in the opinion of the principal of the school, cannot pass a thorough examination in all the studies required.

“2. No pupil will be examined in the studies of any year, who has not passed, or cannot pass a good examination in the preliminary studies, and studies of the preceding year or years. \* \*

“4. The agent is instructed by the board to refuse examination where the normal class has not been established and conducted according to the law and regulations of the board. He will exclude from examination any person who does not give satisfactory evidence of being a normal pupil according to the regulations of



the board, and whose general character and deportment are such as to unfit him for a teacher.

*Diplomas.*

"1. Upon the recommendation of the principal of the institution there will be granted to those members of the normal classes who show, by a thorough examination, that they have completed their first year's course, a graded recommendatory diploma, setting forth the qualifications of the holder, as shown by the examination of the agent of this board, and passing him in the studies of the first year.

"2. Upon the same conditions, to those completing the second year's course, will be granted a still higher grade of recommendatory diploma, of having passed in the second year's course.

"3. To those pupils who complete the three years' course, and who present satisfactory evidence of having taught successfully a public school for at least one year, will be granted a professional diploma of graduation in the teachers' course, as prescribed by this board.

"All communications relating to the formation of normal classes, applications and general business, should be directed to the secretary. Those relating to the examinations of classes, return of examination papers, teachers' institutes, etc., should be made to the agent."

*Superintendent McMynn's Report for 1864.*

Mr. McMynn became state superintendent, October 1, 1864. In his first report he took almost exactly the same ground that had been taken by Supt. Pickard in the previous year. Of the plan of giving aid to acade-

mies and other schools for maintaining normal departments, he says: "The number of departments at present organized is seven; and the number of students examined during the present year, is less than seventy. Sufficient time has elapsed since the present plan was adopted, to show that the ostensible objects of the law are unattainable under the provisions of the act. \* \* The plan is defective. It makes the normal department subordinate, and does not provide for the special training of teachers."

No stronger words, perhaps, than those of Supt. Barry in 1857; but Supt. McMynn had long been a recognized power in the educational work of the state, and he had the energy and force of character needful for the accomplishment of any radical change of state policy. Circumstances fortunately concurred. The increasing value of the swamp lands made it seem necessary, to the more intelligent, that some action be taken without further delay, toward some permanent investment of this fund for the best interests of the whole state. Public sentiment was also tolerably ripe, after so long a course of education. The friends of normal schools did not neglect the auspicious moment.

#### *Legislative Action in 1865.*

And as a result, the legislature of 1865 enacted a law providing a much more liberal endowment for normal instruction, and devoting it to the establishment and support of distinctively normal schools.

The history and purport of the bill will be more fully presented in the chapter following.

Early in this same session of the legislature, 1865, a

bill was introduced by Hon. Anthony Van Wyck, of Kenosha, "to provide for the establishment of a State Normal School." It passed the senate and worked its way through the committee of the whole in the assembly without amendment, when its further consideration was rendered unnecessary by the final passage of the bill mentioned in the previous paragraph. Senator Van Wyck's bill devoted to the support of a single school, the same fund which has since been found sufficient for the maintenance of several.

The laws relating to normal instruction were codified in 1869, and have received but slight changes since that time. The normal system has been rapidly and wisely developed, and must increase or decline in the favor of the people, according to the measure of its work. The history of its growth and the statement of its present condition will be given in ensuing chapters.

It may be said, in passing, that the term, normal, has been unwarrantably tacked on to the titles of several private or corporate institutions, but no distinct normal school has ever been established in Wisconsin outside of the state system, with the single exception of the Hely Family Teachers' Seminary, a Roman Catholic institution at St. Francis, near Milwaukee. This school has a three years' course of study, including modern languages, and making a specialty of musical instruction. It is not under the control of any of the religious orders, and is the only Roman Catholic normal school in the United States.

*Resumé of the Growth of the Normal School Idea in Wisconsin.*

To recapitulate, briefly, the growth of the normal

school idea in Wisconsin: It was introduced into the constitutional conventions of the territory by a few intelligent citizens, zealous for the cause of popular education. It was brought forward and urged, in some form, by every superintendent of public instruction, in every annual report, from the admission of the state to the adoption of the present normal school system in 1865. It was adhered to, in a departmental form, by the authorities of the State University for the twenty years from 1849 to 1869.

It received some impetus from Dr. Barnard in his career in this state, but more from some of the more permanent educational workers of the state, like Hon. Jno. G. McMynn, Rev. J. B. Pradt, Prof. Chas. H. Allen, and others who have worked with them and after them. Strangely enough, as it would seem at first thought, it appears to have received but little encouragement from the State Teachers' Association, as such, until it was fairly on its feet.

Normal instruction in Wisconsin is now an established fact, and it may reasonably be hoped that yet greater growth belongs to its future.

## CHAPTER II.

## THE FORMATION OF THE FUND.

Previous to 1857, nothing had been effected in the way of providing a fund for the support of normal instruction. The matter had been agitated somewhat, in a general way. Supt. Ladd, in 1853, had asked, unsuccessfully, for a permanent appropriation for teachers' institutes; and the University had asked, as unsuccessfully, for aid in developing its normal department under Prof. Read, in 1855. A division of the general school fund for normal purposes had been proposed, but nothing had been accomplished.

*Act of Congress of 1850.*

In 1850, by an act of congress entitled "An act to enable the state of Arkansas and other states to reclaim the swamp lands within their limits," a grant had been made by the general government to the state, of a large amount of swamp and overflowed lands. The proceeds of these lands were, by the provisions of the grant, to be "applied exclusively, *so far as necessary*, to the purpose of reclaiming said lands by means of levees and drains."

In the United States land survey of the state—made as it was, partly in winter and partly in spring, when the natural wetness of forest lands is greatest—much land had been described and recorded as "swamp and

overflowed," which subsequently proved to be of the very best quality. The amount, also, was large, comprising, as was eventually determined, several millions of acres. But a moderate share of the proceeds would be needed, or could be used, for strictly drainage purposes. As time went on, and the value of the grant became more apparent, the question of the disposal of the proceeds not necessary for drainage became an important one.

By an act approved October 11, 1856, one-fourth of the net proceeds was set apart as the drainage fund, the remaining three-fourths going to the school fund. This distribution applied also to the already accumulated proceeds of the swamp land sales.

At the next session of the legislature, a law was enacted which set apart one of the three-fourths given to the school fund as a normal school fund. Portions of the act, containing its salient features, are here given.

*The Act of 1857.*

"AN ACT for the encouragement of Academies and Normal Schools.

*"The people of the State of Wisconsin, represented in Senate and Assembly, do enact as follows:*

"§ 1. It shall hereafter be the duty of the commissioners of School and University Lands to apportion the income of twenty-five per cent. of the gross proceeds arising from the sale of swamp and overflowed lands granted to this state, by an act of congress entitled 'an act to enable the state of Arkansas and other states to reclaim the swamp and overflowed lands within their limits,' approved September 28, 1850, to Normal Institutes and Academies as hereinafter provided.



"§ 2. For the purpose of more fully carrying out the provisions of this act, there shall be constituted a board of nine regents, to be called the 'Board of Regents of Normal Schools,' no two of whom shall reside in any one county of this state. They shall be appointed by the governor, by and with the approval of the senate. The governor and superintendent of public instruction shall be ex-officio members of the said board of regents. They shall have a voice, but shall not be allowed to vote on any of the business of the board of regents. The governor shall have power to fill all vacancies which may occur by death, resignation or otherwise, until the next meeting of the legislature, or while the legislature is not in session, but the appointments thus made shall be confirmed by the senate during the next succeeding session of the legislature: *provided*, that the first board of regents shall have power to act though appointed by the governor after the adjournment of the present session of the legislature.

\* \* \* \* \*

"§ 7. All applications for any of the income of the school fund, pursuant to the provisions of this act, shall be made to the board of regents of normal schools, in such manner as they shall direct, and the school land commissioners shall distribute the income fund specified in section one of this act to such normal schools and academies, and in such ratio as the board of regents shall designate, and no religious test shall ever be required of any student or scholar in any of the institutions and schools receiving any of the income fund designated in this act.

"§ 8. The regents shall require of each institution

## HISTORICAL SKETCH OF

applying for any of the income fund designated in section one of this act, satisfactory evidence, which shall be uniform, that the provisions of this act have been fully complied with. They shall require a report annually at such time as they shall designate, of the number, age, residence, and studies of each pupil or scholar returned to them, entitled to the distribution share of said income fund. And they shall make a report of the state and condition of such institution, drawing from the income fund, to the governor, at the same time that other state officers are required to report. A copy of the proceedings of the board of regents, fully and fairly kept and codified by their president and secretary, shall be filed annually at the close of each fiscal year of this state, in the office of the secretary of state.

\* \* \* \* \*

“§ 10. All the income of the fund provided for in section one of this act shall be distributed to the colleges, universities and academies severally, except the State University, having established and maintained such Normal Institute, according to the number of pupils so instructed in such studies and for such a period of time as the board of regents may designate as a qualification or condition for receiving the benefits of this act, until the amount awarded to any one of such schools shall reach the sum of three thousand dollars annually.

\* \* \* \* \*

“§ 14. Whenever any town, city or village in this state shall propose to give a site and suitable building and fixtures for a State Normal School, free from all incumbrances, said board of regents may consider the same, and if, in their opinion, the interests of education

will be advanced thereby, they may, in their discretion, select from such propositions the one most feasible and located in such place as is deemed easiest of access, and apportion to the same annually a sum not exceeding three thousand dollars for the support and maintenance of teachers therein.

"§ 15. No charge shall be made for tuition to any pupil or scholar in said normal school whose purpose is to fit himself as a teacher of common schools in this state, and the number and qualifications of scholars, and regulations under which they shall be admitted, shall be determined by the board of regents. Of the remainder of the income mentioned in section one of this act, every incorporated college in this state with a clear capital of \$50,000 (except the State University) shall be entitled to receive \$20 for every female graduate who shall have pursued the regular course of study in such college, or such a course as the board of regents in this act shall prescribe in lieu thereof."

### *Legislative Action.*

In 1858, the legislature added another fourth of the swamp land fund to the drainage fund, thus leaving but one-fourth in the general school fund. The normal school act of 1857, quoted above, in part, was in operation for eight years. The amount of money disbursed under it was, in 1857, \$14,520; in 1858, \$10,152; after that, amounts varying from \$3,000 to \$5,000 per annum, a portion of which was expended for teachers' institutes. In 1865, a radical change was made, both in the constitution of the fund and the objects and method of its disbursement.

The swamp land question was still troubling the Solons of the state. Local "grabs" and "steals" were being continually worked up against the swamp land fund. One favorite method of attack was the building of state roads, etc., by appropriating swamp lands for the purpose, these measures being often only the sharp schemes of private parties. When the legislature met in 1865, it was felt that one of its first duties was to make some permanent and final disposition of these lands so that the whole might not be squandered and dissipated to no general good. "An act to dispose of the swamp and overflowed lands, and the proceeds therefrom," was introduced, in the assembly, by Hon. Jackson Hadley, of Milwaukee, once the popular principal of the Buffalo High School. It passed that house, March 24, with but four dissenting votes, and passed the senate April 7, receiving the approval of Gov. Lewis, April 11. So much of the law as relates to the normal school fund is here inserted:

*The Act of 1865.*

"AN ACT to dispose of the swamp and overflowed lands, and the proceeds therefrom.

"The people of the state of Wisconsin, represented in senate and assembly, do enact as follows:

"Section 1. All the provisions of law which direct the application and use of the swamp and overflowed lands of this state, and of the lands selected in lieu of swamp and overflowed lands, and of the moneys received on sale of such swamp and selected lands, and of the moneys received from the United States in lieu of swamp lands, for the purposes of drainage, and for supporting common schools, normal schools and academies, are

hereby repealed, and all acts granting or offering to grant, or authorizing the conveyance of any such lands to any county, town, corporation, officer, board, or any person or persons, are hereby repealed, and such grants, offers, and authority are revoked and annulled, except so far as the title to such granted lands may have been actually diverted under such acts: *provided*, that nothing herein contained shall impair the obligation of any contract heretofore made.

“Section 2. All the swamp and overflowed lands heretofore received by this state from the United States, under and in pursuance of an act of congress, entitled ‘an act to enable the state of Arkansas and other states to reclaim the swamp lands within their limits,’ approved Sept. 28, A. D. 1850, and which are now owned by this state, and all lands now owned by this state which were selected in lieu of swamp and overflowed lands, as authorized by an act of congress, entitled ‘an act for the relief of purchasers and locators of swamp and overflowed lands,’ approved March 2, A. D. 1855, and all moneys received from the United States in lieu of swamp and overflowed lands, under the provisions of the act of congress last aforesaid, and all moneys received by this state, as purchase money, for swamp and overflowed lands, and for lands selected as aforesaid, in lieu of swamp and overflowed lands, including the amounts loaned and invested, together with all sums of money due or to become due as balance of purchase money on contracts for the sale of such swamp lands and selected lands, shall, after deducting the incidental expenses heretofore paid from said funds, and the losses sustained therefrom, as near as they can be conveniently ascer-



tained, be divided into two equal parts, the one part to be denominated 'the normal school fund,' and the other to be denominated 'the drainage fund.' In making the partition between such funds, the swamp lands and moneys receivable on contracts for the sale of swamp lands shall, as far as practicable, regard being had to the mode of distribution required by section six of this act, be set apart to the drainage fund; and the moneys received in lieu of and in payment of lands as aforesaid, including the sums invested and the lands selected in lieu of swamp lands, and the moneys receivable on contracts for the sale of such selected lands, shall, as far as practicable, be set apart to the normal school fund; and for the purpose of making such partition, one dollar shall be taken to be the equivalent of one acre of such lands.

"Section 3. All the swamp and overflowed lands which this state shall hereafter receive, pursuant to said act of congress, approved September 28th, A. D. 1850, shall, on receipt thereof, be partitioned equally, by counties, between the drainage fund and the normal school fund, and the part known as drainage fund shall be set apart to the counties respectively in which such lands lie, to be used and applied as the other drainage fund belonging to such counties is, by this act, directed to be used and applied. And all moneys which this state shall hereafter receive from the United States, in lieu of swamp and overflowed lands, shall, on receipt thereof, be equally divided between the drainage fund and the normal school fund; and that part which is known as the drainage fund shall be distributed to the several counties in proportion to the number of acres



of swamp lands therein, and shall be used and applied as the other drainage fund belonging to such counties is, by this act, directed to be used and applied.

“Section 4. The land belonging to the normal school fund shall be sold, and the moneys arising from such sales, and all other moneys belonging to that fund shall be invested in the same manner and by the same officers as now provided by law for the sale and investment of the school fund.

“Section 5. The income of the normal school fund shall be applied to establishing, supporting and maintaining normal schools, under the direction and management of the board of normal school regents: *provided*, that twenty-five per cent. of said income shall be annually transferred to the school fund income, until the annual income of the school fund shall reach the sum of two hundred thousand dollars.”

The remaining sections of the act relate to the location and division of the lands, and the application of the drainage fund.

#### *Partition of the Lands.*

Hon. G. D. Elwood, of Princeton, who had been the active champion of the bill in the senate, was appointed by the commissioners of school and university lands to make the division of the lands in pursuance of the provisions of the act. In their report for 1865, the commissioners say: “The division was the work of great study and labor, occupying several months. In order to accomplish it faithfully and correctly, according to the letter and the spirit of the law, we availed ourselves of the services of Hon. G. De Witt Elwood, to whose

skill, industry, good judgment and accuracy we are chiefly indebted for the excellent execution of the details of the work."

The allotment to the normal school fund was, in round numbers, \$600,000 in cash and dues, and 500,000 acres of land, estimated in the law at one dollar per acre, with other lands not yet put in market.

Thus the board of regents started out in its new course with a productive fund, already in hand, of about \$600,000, with a net annual income of over \$30,000, with a certain increase so fast as the lands should be sold.

#### *Further Legislative Action.*

The board of regents of normal schools was incorporated, and its various powers were fully defined, by legislative act in 1866. In 1869, the laws relating to normal instruction were codified. In 1870, the annual transfer of twenty-five per cent. of the normal school fund income to the school fund income, as required by sec. 5 of the act of 1865, was stopped; and since that time the normal fund has remained intact, and its income has been wholly devoted to the purposes of normal instruction, in the establishment and support of normal schools and teachers' institutes.

#### *Financial Status.*

Besides the income of this fund, there has been since 1871, a permanent appropriation from the general fund of the state, of \$2,000 yearly for the partial support of teachers' institutes. And more than \$100,000, including sites and buildings, has been donated by the several

towns in which the four normal schools now in operation are located. The total productive fund on September 30, 1875, was \$976,364.34. The income for the year ending with the same date was \$65,711.68, to which may be added over \$10,000 of tuition fees from academic pupils, etc. There were yet unsold, at the same date, 612,774 acres of land, which will, in time, considerably increase the fund. This fund, like all the school funds of the state, is under the control of a board called the commissioners of school and university lands, and composed of the secretary of state, the state treasurer, and the attorney general. They have charge of the sale of lands, and the investment of the funds, which is largely in the way of loans to towns, school districts, etc., though the state itself is the principal debtor to the school funds.

## CHAPTER III.

## THE HISTORY OF THE SCHOOLS.

*Location and Opening of the Schools.*

After the passage of the act of 1865, it soon became evident that normal schools would be established at several points in the state; and different localities at once began to press their claims.

The board of regents, after due deliberation, adopted the plan of locating a school, eventually, in each of the congressional districts of the state, of which there were then six. They early visited and examined several of the competing localities and received proposals from them; but no decisive action was taken until February 28, 1866, when it was voted to locate schools at Whitewater and Platteville. A building committee was appointed and instructed to procure plans, etc., for the building at Whitewater. On the 2d of May, the transfers of title to the sites, etc., were completed, and the building committee was instructed to proceed to the erection of the building.

Proposals had been laid before the board from no less than sixteen cities and villages, making offers of sites and various amounts of money. At this meeting of the board, May 2, 1866, Oshkosh, Stoughton, and Sheboygan were selected as points, in their respective congressional districts, for the opening of schools in the future.

As the donation from Platteville included the building and grounds of the Platteville Academy, the board were enabled to open that school on the 9th of October, in the same year. Prof. Chas. H. Allen, then in charge of the normal department of the University, had been elected Principal.

The first normal school faculty in Wisconsin was constituted as follows:

Chas. H. Allen, Principal.

Jacob Wernli, Assistant Principal.

Geo. M. Guernsey, Professor of Mathematics.

Fanny S. Joslyn, Teacher of Geography, History and Physiology.

Esther M. Sprague, Principal of Model Department, and we shall do no wrong to add,

Henry Treganowan, Janitor.

Mr. Wernli was a graduate of the normal school at Wettingen, Canton Aargau, Switzerland, and had served with marked success as school superintendent of Wau-paca county, in this state. Mr. Guernsey had been previously principal of the Platteville Academy, and before that a professor in Milton Academy.

During the first term, 60 pupils were enrolled in the normal department, 14 in the preparatory class, and 38 in the model school. During the year first following, there were in attendance, for some part of the year, 219 students, exclusive of the model school.

At the beginning of the fall term in 1867, Duncan McGregor, a graduate of Lawrence University, succeeded Mr. Guernsey as Professor of Mathematics. Mrs. Euretta A. Graham succeeded Miss Sprague in the Model School,

and Charles Zimmerman was employed as Teacher of Drawing.

The capacity of the building being too limited for the work of the school, the board had entered upon the erection of a new building which was completed at a cost of about \$20,000, and was opened, with appropriate ceremonies, on the 9th of September, 1868. Among the visitors present at the dedicatory exercises was Gen. U. S. Grant.

The completion of the normal school building at Whitewater was greatly delayed, by various causes; but it was at length dedicated April 21, 1868. Prof. Oliver Arey, a gentleman who had achieved marked success in building up the Central or high-school of Buffalo, N. Y., and who had afterwards been at the head of the New York State Normal School at Albany, had previously been elected Principal and was present at the dedication. The dedicatory exercises consisted of a brief historical sketch of the normal school enterprise in the state, by Hon. Wm. Starr, president of the board of regents; an address by the principal, showing what a normal school ought to be and do; and addresses by prominent educational men from various parts of the state, including State Superintendent A. J. Craig. During this first and, as it were, preliminary term, 48 pupils were enrolled in the normal department, and 102 in the model school. For the second term, which opened on September 1st, 1868, the enrollment was 105 in the normal department, and 98 in the model school.

#### *The Faculty at Whitewater.*

The original faculty was composed of:

Oliver Arey, Principal and Professor of Mental and



Moral Philosophy, and Theory and Practice of Teaching.

J. T. Lovewell, Professor of Mathematics and Latin.

Mrs. H. E. G. Arey, Preceptress and Teacher of English Literature, French, and Drawing.

Miss Emily J. Bryant, Teacher of History, Grammar, and Geography.

Dr. H. H. Greenman, Teacher of Vocal Music.

Miss Virginia Deichman, Teacher of Instrumental Music.

#### MODEL SCHOOL.

Miss Catharine H. Lilly, Teacher and Critic in the Grammar Department.

Miss Ada Hamilton, Teacher and Critic in the Intermediate Department.

Miss Sarah A. Stewart, Teacher and Critic in the Primary Department.

Mrs. Arey, the esteemed and gifted help-meet of the principal, was a graduate of Oberlin College, and had become quite widely known through various literary labors. Prof. Lovewell was a graduate of Yale College, and had lately been at the head of a collegiate institution at Prairie du Chien.

Besides the regular faculties of the two schools now in operation, Mrs. Anna T. Randall (Diehl), of Oswego, N. Y., was employed for a time to give instruction in reading and elocution at both schools.

#### *Courses of Study Adopted by the Board.*

Courses of study for the schools were adopted by the board at its meeting in June, 1868, three in number, viz:

- I. An Institute Course of one term.
- II. An Elementary Course of two years.
- III. An Advanced Course of three years.

The courses were essentially the same for both schools; but the arrangement of the specific studies was left to each principal for his own school, so that the practical workings of the courses in the two became somewhat different.

The several courses were announced by the Platteville school in the following terms:

"The Institute Course is designed to meet the wants of those teachers who, possessing the necessary scholastic acquirements, yet feel the need of professional training. It will consist of a rapid review of the various subjects taught in our common schools, with lectures upon the best methods of teaching the same; lectures upon the organization, classification and government of schools; and the school law.

"The object of the Elementary Course is to fit students to become teachers in the common schools of our state, and will consist of a thorough drill in the studies pursued, experimental lectures on methods of instruction, and if practicable, practice in model school.

"The Advanced Course should fit teachers for the higher department of the graded schools in the state, and as will be seen from the detailed statement of the courses of study is both thorough and practical. Students in the advanced course will have extended practice in the model school, under the eye of experienced teachers, who will, by kindly criticisms and pointed suggestions strive to make the practice conform to the theory of instruction."

At the same meeting of the board, June, 1868, arrangements were made for procuring plans for a building for the normal school which had been located at Oshkosh, and the contract for its erection was made in January, 1869.

*Additions to the Faculties.*

In the fall of 1868, the following additions were made to the Platteville faculty:

D. Gray Purman, Professor of English Language and Literature.

A. H. Tuttle, Professor of Natural Sciences.

J. H. Terry, Principal of Academic Department.

At Whitewater, Dr. J. J. Brown was added to the faculty as Professor of Natural Sciences. Miss Clarinda D. Hall succeeded Miss Bryant in the Normal department; Miss Helen M. Bowen succeeded Miss Lilly; and Miss Eliza Graves for a time, and afterwards Miss Etta Carle followed Miss Hamilton, in the Model School.

*First Graduating Classes at Platteville and Whitewater.*

In June, 1869, the Platteville School graduated its first class, in the full or advanced course. As being the first graduating class from a normal school in Wisconsin, their names are given, viz.: Lewis Funk, Melvin Grigsby, Andrew J. Hutton, Richard H. Jones, James Rait, Edward H. Sprague, Ella Marshall, Alvena E. Schroeder.

In the summer of 1869, no changes took place in the Platteville faculty. At Whitewater, T. C. Chamberlin, a graduate of Beloit College, and a special student at

Michigan University, took the place of Dr. Brown as Professor of Natural Sciences. Miss Sarah A. Stewart was transferred to the Normal department as Teacher of Geography and History, and was followed by Miss Mary A. Brayman in the Primary department. In June, 1870, the Whitewater School graduated its first class, six in number, whose names will be found elsewhere. A class of fifteen was graduated at Platteville.

### *Changes.*

Miss Hall having resigned at Whitewater, Mr. Samuel R. Alden, a graduate of the school, was employed for the school year 1870-71, as Teacher of Grammar and Elocution, and Miss Anna W. Moody succeeded Miss Carle in the Academic department. The Intermediate department was discontinued at the beginning of this school year.

Prest. Allen,\* of Platteville, having resigned, the regents, in July, 1870, elected as his successor Edwin A. Charlton, of Auburn, N. Y. Mr. Charlton was a graduate of Dartmouth College, and had acquired an extensive and successful experience in the city high schools of the state of New York. At the same time, Prof. Geo. Beck, of Lockport, N. Y., a graduate of Michigan University, was elected Professor of Natural Sciences; Prof. Tuttle having resigned early in 1870. Miss Joslyn had also resigned. Miss Eva H. Mills became Teacher of Geography and History, and Andrew J. Hutton succeeded Mr. Terry as Principal of the Academic department.

\* The title had been changed from Principal to President.

*Completion of the Oshkosh Building — Faculty.*

The Oshkosh building was completed in the summer of 1870, but for lack of funds to furnish it and pay salaries, the opening of the school was delayed for another year.

At a special meeting of the board of regents, held June 6, 1871, Geo. S. Albee, Superintendent of the Racine City Schools, and a graduate of Michigan University, was elected President of the Oshkosh School. In July of the same year, Prof. Robert Graham, a graduate of the Albany Normal School, and widely and favorably known as conductor of institutes for the normal board, was chosen as Teacher in the Normal department, and Director of the Model School. The original faculty at Oshkosh was as follows:

George S. Albee, President, Teacher of Mental and Social Science, and School Economy.

Robert Graham, Teacher of Reading and Music.

D. E. Holmes, Teacher of Natural Science.

Anna W. Moody, Teacher of Rhetoric and Mathematics.

Mrs. D. E. Holmes, Teacher of Geography and History.

Martha E. Hazard, Teacher of Grammar and Physical Culture.

## MODEL SCHOOL.

Robert Graham, Director.

Maria S. Hill, Teacher in Grammar Department.

Rose C. Swart, Teacher in Primary Department.

The school opened, September 12, 1871, with an

enrollment, in the Normal department, of forty-six pupils, which was soon largely increased.

The building was dedicated on the 19th of the same month. Addresses were delivered by Prest. Starr and Hons. W. C. Whitford and A. H. Weld, of the board of regents; Prest. Albee, of the school; State Superintendent Fallows, and several others.

The enrollment of students for the first term was, in the Normal department, 97; Model School, 92; total, 189.

#### *Changes in the Other Faculties.*

In the summer of 1871, there were again some changes in the faculties of the other schools. At Whitewater, Mr. Alden was succeeded by Miss Catharine H. Lilly as Teacher of Grammar and German in the Normal department.

S. S. Rockwood, late Professor of Mathematics at Milton College, became Principal of the Academic department and Teacher of Elocution; and Miss S. E. Eldridge took the place of Miss Brayman in the Primary department.

At Platteville, Miss Carolyn S. Adams, a graduate of the Wisconsin State University, succeeded Mr. Hutton as Principal of the Academic department; and T. J. Colburn became Teacher of Vocal Music.

#### *The Courses of Study.*

Of the three courses of study which had been adopted in 1868, the first two had been virtually abolished by the circumstances of the schools and the inclinations of the students. But in the fall of this year, 1871, a venture was made in the shape of an institute course



of six weeks. This course, if it can be called a course, was taken by thirty-five pupils at Whitewater, twelve at Platteville, and fifteen at Oshkosh.

*Tour of Board of Regents to Locate the Fourth School.*

In July, 1871, the board of regents made a tour of the northwestern part of the state, for the purpose of locating the fourth normal school, toward which they were now beginning to look; the action in reference to Stoughton and Sheboygan having been annulled. Of their eventful experiences in field and flood, over corduroy and sand plain, the time sufficeth not to tell. But as a result of their tour of inspection, the fourth school was located at River Falls, in the St. Croix valley, by action of the board in January, 1872.

Among the exercises of commencement week at Platteville, in 1872, was the dedication of a monument, raised by the school, on the school grounds, to the memory of Henry Treganowan, janitor of the school from its opening till his death.

*Changes in the Several Faculties in 1872.*

The only change in the Platteville faculty in this summer was the accession of Miss Emmeline Curtis to the charge of the Primary department in the place of Mrs. Graham.

At Whitewater, Prof. Lovewell resigned, and was succeeded as Professor of Mathematics by Prof. Rockwood, whose place at the head of the Academic department was taken by Miss Martha A. Terry. Miss Mary DeLany, a graduate of the school, succeeded Miss Stewart as Teacher of Geography and History.

At Oshkosh, Mr. and Mrs. Holmes had resigned, and there came into the faculty in the course of 1872:

Henry C. Bowen, Teacher of Natural Science.

Miss Mary H. Ladd, Teacher of Mathematics.

Mrs. Helen A. Bateman, Teacher of Reading and Grammar.

Miss Frances E. Albee, Teacher in Intermediate Department.

At the annual meeting of the board of regents, in this year, 1872, the elementary course, which had been simply a dead letter, was changed to *one* year in length, but, as before, it failed to attract the students in any practical way.

The "institute course" was again attempted in connection with the first six weeks of the fall term, with an attendance of 37 at Oshkosh, 26 at Whitewater, and 4 (?) at Platteville,—a practical failure except at the first named school.

This institute class, coming as it did at the time of year when the schools were fullest, and the tax upon the teaching force greatest, was found to be very inconvenient in the working of the schools, and was from this time discontinued.

*Prof. C. H. Allen, Conductor of Institutes.*

After the election of Prof. Graham to the Oshkosh faculty, his place had been taken as conductor of institutes by Prof. Chas. H. Allen, former President of the Platteville School, who had lately returned from the Pacific coast. He continued in this service from July, 1871, till September, 1872, when he resigned to accept a position in the Normal School at San Jose, California,

and Prof. Graham resumed the Institute work in connection with his work in the school. In January, 1873, the regents reorganized the Institute work, dividing the state into three Institute districts, and assigning one professor from each school to conduct Institutes in his own district. In pursuance of this arrangement, Prof. Duncan McGregor was designated as Institute Conductor for the 1st or Platteville district; and Albert Salisbury, a graduate of Milton College, was added to the Whitewater faculty, March 1, 1873, as Conductor for the 2d district.

The changes in the faculties in the summer of 1873, were as follows:

At Platteville, Miss Mills resigned and Miss Phila A. Knight became Teacher of Arithmetic and Geography. Mr. Chas. H. Nye became Principal of the Academic department, in place of Miss Adams, who was transferred to the Normal department, as Teacher of Reading and History.

At Whitewater, Herbert E. Copeland, a graduate of Cornell University, became Professor of Natural Sciences, in place of Prof. Chamberlin, who had resigned to accept a position on the State Geological Survey, and a professorship in Beloit College. Miss Annie M. Greene, a graduate of the school, took charge of the Academic department.

In January, 1864, plans were adopted for the River Falls Normal School building, and the contract was soon after awarded for its erection.

#### *Change in the Courses of Study.*

At the annual meeting, in July, an important change was made in the Courses of Study for the schools,

which may be best explained by inserting here the report of the committee on the subject, as adopted. It must be remembered that previously there had been practically but one course, a three years' course.

"The committee on Text-books and Course of Study would respectfully report that they have taken into consideration the question of changes in the Course of Study in the Normal Schools, referred to them, that they have conferred with the Presidents of the same, respecting such changes, and would unanimously recommend as follows:

"That hereafter in the several Normal Schools in the state there shall be two Courses of Study, known respectively as the 'Elementary Course' and 'Advanced Course;' that the Elementary Course shall be two years in length, and the Advanced Course four years in length; and that the studies in the respective courses, and the maximum and minimum time allowed thereto, shall be as follows:

*"In the Elementary Course:* Arithmetic, 30 to 40 weeks; Elementary Algebra, 12 to 20 weeks; Geometry, 16 to 23 weeks; Bookkeeping, 6 to 10 weeks; Reading and Orthoepey, Orthography and Word Analysis, 30 to 37 weeks; English Grammar, 28 to 39 weeks; Composition, Criticism and Rhetoric, 20 to 24 weeks; Geography, Physical Geography, 26 to 40 weeks; Physiology, 10 to 15 weeks; Botany, 10 to 13 weeks; Natural Philosophy, 12 to 17 weeks; United States History, Civil Government, 30 to 40 weeks; Penmanship (time undetermined); Drawing, 20 to 26 weeks; Vocal Music (time undetermined); Theory and Practice of Teaching.

*"In the Advanced Course* the studies of the *first two*

years shall be the same as those of the Elementary Course, with the addition of Latin for 20 weeks, which shall take the place of Rhetoric. In the Advanced Course the studies of the *last two* years shall be: Higher Algebra, 20 to 28 weeks; Geometry and Trigonometry, 17 to 23 weeks; Latin, 80 weeks; Rhetoric and English Literature, 10 to 28 weeks; Chemical Physics, 6 to 20 weeks; Chemistry, 12 to 23 weeks; Zoölogy, 6 to 12 weeks; Astronomy, 6 to 12 weeks; Geology, 12 to 17 weeks; Universal History, 12 to 23 weeks; Political Economy, 15 to 17 weeks; Mental and Moral Science, 20 to 30 weeks; Theory and Practice of Teaching.

"The committee also recommended that at the close of the Elementary Course there shall be a thorough review of the studies of the last two years.

"The committee say that they deem it advisable to leave the details of the order of studies in each course, and the precise amount of time devoted to each study, to the presidents and faculties of the respective schools.

"The committee also recommend that to the students who satisfactorily complete the Advanced Course, the regular diploma be given (provided that no such diploma shall be given unless the applicant therefor shall have attained an average standing at least as high as that usually required in the state for a first grade county certificate); and to those who satisfactorily complete the Elementary Course, a certificate be given, certifying to the fact of such completion, and signed by the president of the school, and by the president and secretary of the board; and that such certificate specify the studies of the course; also that this certificate, after one year's successful teaching in the state, may be coun-



tersigned by the state superintendent of public instruction, and have the force of a five years' state certificate.

"The committee further recommend that any one of the normal schools may have the privilege of graduating a class from the Advanced Course at the next annual commencement without the Latin required in the course recommended by the committee."

At the same meeting the executive committee were empowered to procure plans and estimates for an addition to the building at Whitewater.

Near the close of this meeting, Warren D. Parker, of the Janesville city schools, was elected President of the River Falls Normal School, his service to begin September 1, 1875.

In the summer of 1874, as usual, there were some changes in the corps of instruction.

#### *Changes in the Faculties.*

Mr. D. E. Gardner, Principal of the Neenah schools, was added to the faculty at Platteville, as Professor of Mathematics and Vocal Music, Prof. McGregor becoming Professor of Theory and Practice of Teaching; and Miss Jennie P. Cooke was made Assistant in the Preparatory and Academic department, Miss Knight's place becoming vacant.

An Intermediate department having been opened, Miss Curtis took charge of that, and Miss Mary Brayman, formerly at Whitewater, took charge of the Primary department.

At Whitewater, Mr. Garry E. Culver, a graduate of the school, was added as Teacher of Penmanship and Vocal Music, Dr. H. H. Greenman, who had done such



excellent service in vocal music from the organization of the school, having resigned.

At Oshkosh, Mr. Bowen was succeeded as Professor of Natural Sciences by Wm. A. Kellerman, a Cornell graduate; Miss Rose C. Swart was transferred to the Normal department as Teacher of Geography and Penmanship, and was followed in the Primary department by Miss Martha Kidder.

At the meeting of the board of regents in February, 1875, the executive committee was instructed to proceed to the erection of an addition to the Whitewater building, at a cost not to exceed \$20,000. A discussion was begun at this meeting, and continued at the July meeting, of a project for establishing a normal college in connection with the State University. The matter was finally put over indefinitely.

In June, 1875, the Oshkosh school graduated its first class, comprising eight in the advanced course and twelve in the elementary course.

In the summer of 1875, the following were the changes in the faculties:

At Whitewater, Mr. Copeland was succeeded as Professor of Natural Sciences by George R. Kleeberger, a graduate of the Platteville Normal School and the Sheffield Scientific School. Miss Eldridge was followed by Miss Ella A. Webster in the Primary department. Miss Juliette Congar supplied the place of Miss Deichman as Teacher of Instrumental Music for the greater part of the year 1875-6. At Oshkosh, Mortimer T. Park, formerly of the Racine schools, became Director of the Model School; Miss Emily F. Webster, a graduate of the school, entered the Normal Faculty as Instructor

in Latin; and Miss Anna S. Clark became Teacher of Instrumental Music. Miss Lucy A. Noyes succeeded Miss Kidder in the Primary department.

At the July meeting, the board had elected Jesse B. Thayer, a graduate of Milton College and Principal of the Menomonee schools, as Professor of Mathematics and Conductor of Institutes for the River Falls School. Several ladies were elected to the new faculty at the same time.

*Opening of the River Falls School.*

The building, the largest and best appointed of any yet erected by the board, was dedicated September 2, 1875. Addresses were made by Hon. Wm. Starr, Prest. W. D. Parker, State Supt. Searing, and Hon. W. H. Chandler. The school opened with a larger attendance than had been received by any of the other schools at their opening. When fairly in operation, there were enrolled in the normal department 104; in the model school, 155; total, 259. It is not unfair to assume that this large attendance, as compared with that of the older schools, at opening, indicates some advance made by the normal school system of the state in the esteem and confidence of the people. The growth of the school through its first year has been no less satisfactory than its opening, and "its organization promises well for teachers." The names of the faculty will be found elsewhere.

*Resignation of President and Mrs. Arey.*

In February, 1876, President and Mrs. Arey, who have presided with such success over the Whitewater School from its organization, tendered their resignations to take effect at the end of the current school year,

greatly to the regret of the school and the community. They leave a large mark upon the educational work of the state, present and future; and both pupils under and teachers with them will be ever the better for the influences of their positive and sterling characters.

The large and fine addition to the Whitewater building, begun in the spring of 1875, will be ready for occupancy in August next (1876), and will greatly increase the accommodations of the school.

The growth of the schools in membership may be best seen from the following table.

TABLE of Attendance at the Normal Schools.

NORMAL DEPARTMENTS.

School Year.	Platteville.			White-water.			Oshkosh.			River Falls.			Aggregate.		
	M.	F.	Tot	M.	F.	Tot	M.	F.	Tot	M.	F.	Tot	M.	F.	Tot
1866-67	38	61	99	...	...	...	...	...	...	...	...	...	38	61	99
1867-68	64	79	143	...	...	...	...	...	...	...	...	...	64	79	143
1868-69	69	81	150	77	95	172	...	...	...	...	...	...	146	176	322
1869-70	77	107	184	70	118	188	...	...	...	...	...	...	147	225	372
1870-71	81	92	173	80	110	190	...	...	...	...	...	...	161	202	363
1871-72	82	116	198	77	144	221	71	102	173	...	...	...	230	362	592
1872-73	90	92	182	119	157	276	91	170	261	...	...	...	300	419	719
1873-74	83	112	195	105	157	262	102	166	268	...	...	...	290	435	725
1874-75	104	109	213	92	156	248	119	170	289	...	...	...	315	435	750
1875-76	...	...	200	94	192	286	...	...	324	65	103	168	...	...	978

MODEL SCHOOLS (including Academic Departments).

1866-67	68	43	111	...	...	...	...	...	...	...	...	...	68	43	111
1867-68	92	88	180	...	...	...	...	...	...	...	...	...	92	88	180
1868-69	118	96	214	94	87	181	...	...	...	...	...	...	212	183	395
1869-70	119	106	225	82	91	173	...	...	...	...	...	...	201	197	398
1870-71	112	106	218	55	49	104	...	...	...	...	...	...	167	155	322
1871-72	114	92	206	85	67	152	68	73	141	...	...	...	237	232	469
1872-73	121	105	226	55	36	91	85	128	213	...	...	...	261	269	530
1873-74	145	127	272	65	42	107	106	143	249	...	...	...	306	312	618
1874-75	168	127	295	54	54	108	88	127	215	...	...	...	310	308	618
1875-76	...	...	255	61	54	115	...	...	200	...	...	241	...	...	811

Total in all Departments.

1875-76	...	...	457	...	...	401	...	...	524	...	...	409	...	...	1789
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These figures exhibit the growth of the schools with tolerable exactness, though not with entire accuracy as a means of comparison with each other; since the line between the normal and lower departments has not been the same in all the schools, nor always the same in each school. Furthermore, the continuity of pupils is not the same in all, so that with a less total enrollment there may exist a greater average attendance.

From the table as a whole, it will be seen that, notwithstanding some natural fluctuations, there has been a constant and steady growth in the membership of the schools. This has taken place, moreover, contemporaneously with a gradual increase of requirements both for admission and graduation.

The last or right hand column of figures shows the combined attendance of all the schools; and the fact there shown, that during the current year there have been in the normal classes nearly 1,000 pupils from the age of sixteen upwards, indicates clearly the influence which the four normal schools are to exercise upon the schools of the state.

Regulations for admission to the normal schools were adopted by the board of regents in September, 1866, which still remain in force and unchanged. They will be found in the closing chapter.

The cost of running the schools may be easily seen from the following table, extending over several years past. The "year" of this table is not the school year, but the state fiscal year, which ends September 30th.

*Cost of Normal Schools.*

YEAR.	Source.	Platteville.	Whitewater.	Oshkosh.
1873.	Salaries, supplies, etc., -	\$14,982 19	\$16,538 22	\$17,363 13
	Tuition fees, - - -	3,225 88	2,237 36	2,832 55
	Net cost, - - -	\$11,756 31	\$14,300 86	\$14,530 58
1874.	Salaries, supplies, etc., -	\$19,648 61	\$16,035 80	\$17,782 40
	Tuition fees, - - -	4,376 80	2,310 95	3,703 42
	Net cost, - - -	\$15,271 81	\$13,724 85	\$14,078 98
1875.	Salaries, supplies, etc., -	\$14,362 81	\$16,218 59	*\$21,296 95
	Tuition fees, - - -	4,080 14	1,458 60	4,690 52
	Net cost, - - -	\$10,282 67	\$14,759 99	\$16,606 43
	Average net cost, - -	\$12,436 93	\$14,261 90	\$15,071 80

Lists are appended of the instructors in the several schools from the beginning, and of the graduates, with place of residence at the time of graduation.

THE FACULTIES—1866-1876.

*Presidents.*

CHARLES H. ALLEN,	-	-	-	Platteville,	-	-	-	1866-70
OLIVER AREY,	-	-	-	Whitewater,	-	-	-	1868-76
EDWIN A. CHARLTON,	-	-	-	Platteville,	-	-	-	1870-00
GEORGE S. ALBEE,	-	-	-	Oshkosh,	-	-	-	1871-00
WARREN D. PARKER,	-	-	-	River Falls,	-	-	-	1875-00

*Teachers.*

PLATTEVILLE NORMAL SCHOOL.

*Normal Department.*

Charles H. Allen,	-	-	Principal,	-	-	-	1866-70
Jacob Wernli,	-	-	Assistant Principal,	-	-	-	1866-68
George M. Guernsey,	-	-	Professor of Mathematics,	-	-	-	1866-67

\* Including new heating apparatus, etc.



Fanny S. Joslyn,	-	Preceptress and Teacher of Geography, History, etc.,	- - - -	1866-70
		Professor of Mathematics,	- - - -	1867-74
Duncan McGregor,	-	Conductor of Institutes,	- - - -	1873-00
		Prof. of Theory and Practice of Teaching,	- - - -	1874-00
Charles Zimmerman,	-	Teacher of Drawing,	- - - -	1867-68
D. Gray Purman,	-	Prof. of English Language and Literature,	- - - -	1868-00
A. H. Tuttle,	-	Professor of Natural Science,	- - - -	1868-70
A. M. Sanford,	-	Teacher of Vocal Music,	- - - -	1868-71
Aug. Michaelis,	-	Teacher of German,	- - - -	1869-71
Edwin A. Charlton,	-	Professor of Mental and Moral Science,	- - - -	1870-00
George Beck,	-	Professor of Natural Science,	- - - -	1870-00
Eva M. Mills,	-	Teacher of Geography and History,	- - - -	1870-73
T. J. Colburn,	-	Teacher of Vocal Music,	- - - -	1871-74
Carolyn E. Adams,	-	Teacher of Reading and History,	- - - -	1873-76
Phila A. Knight,	-	Teacher of Arithmetic and Geography,	- - - -	1873-74
D. E. Gardner,	-	Prof. of Mathematics and Vocal Music,	- - - -	1874-00

*Model School.*

Esther M. Sprague,	-	Principal Model School,	- - - -	1866-67
Mrs. Eureka A. Graham,	-	Principal Model School,	- - - -	1867-72
J. H. Terry,	-	Principal Academic Department,	- - - -	1868-70
Andrew J. Hutton,	-	Principal Academic Department,	- - - -	1870-71
Carolyn E. Adams,	-	Principal Academic Department,	- - - -	1871-73
Emmeline Curtis,	-	Teacher of Intermediate Department,	- - - -	1872-00
Chas. E. Nye,	-	Principal of Grammar Department,	- - - -	1873-00
Jennie S. Cooke,	-	Assistant in Grammar Department,	- - - -	1874-00
Mary A. Brayman,	-	Teacher of Primary Department,	- - - -	1864-00

## WHITEWATER NORMAL SCHOOL.

*Normal Department.*

Oliver Arey,	-	Professor of Mental and Moral Philosophy and Pedagogics,	- - - -	1868-76
J. T. Lovewell,	-	Professor of Mathematics,	- - - -	1867-72
Mrs. H. E. G. Arey,	-	Preceptress and Teacher of Rhetoric, Drawing, etc.,	- - - -	1868-76
Emily J. Bryant,	-	Teacher of Grammar, Geography and His- tory,	- - - -	1868
J. J. Brown, M. D.,	-	Professor of Natural Sciences,	- - - -	1868-69
Harvey H. Greenman,	-	Teacher of Vocal Music,	- - - -	1868-74
Virginia Deichman,	-	Teacher of Instrumental Music,	- - - -	1868-00
Clarinda D. Hall,	-	Teacher of Grammar, etc.,	- - - -	1868-70
T. C. Chamberlin,	-	Professor of Natural Science,	- - - -	1869-73
Sarah A. Stewart,	-	Teacher of Geography and History,	- - - -	1869-72



Samuel R. Alden,	-	Teacher of Elocution and Grammar,	1870-71
Catharine H. Lilly,	-	Teacher of Grammar and Latin,	- - 1871-00
Sheppard S. Rockwood,	-	Professor of Mathematics and Elocution,	1872-00
Mary De Lany,	-	Teacher of Geography and History,	- 1872-00
Albert Salisbury,	-	Professor of History and Conductor of In-	
		stitutes,	- - - - 1873-00
Herbert E. Copeland,	-	Professor of Natural Sciences,	- 1873-75
Garry E. Culver,	-	Teacher of Penmanship and Vocal Music,	1874-00
Geo. R. Kleeberger,	-	Professor of Natural Sciences,	- 1875-00

*Model School.*

Catharine H. Lilly,	-	Teacher of Grammar Department,	- 1868
Ada Hamilton,	-	Teacher of Intermediate Department,	1868
Sarah A. Stewart,	-	Teacher of Primary Department,	- 1868-69
Eliza Graves,	-	Teacher of Intermediate Department,	1869
Helen M. Bowen,	-	Teacher of Grammar Department,	- 1869
Etta Carle,	-	Intermediate and Academic Departments,	1869-70
S. E. Vansickle,	-	Teacher of Intermediate Department,	1869-70
Mary A. Brayman,	-	Teacher of Primary Department,	- 1869-71
Anna W. Moody,	-	Principal of Academic Department,	1870-71
Sheppard S. Rockwood,	-	Principal of Academic Department,	- 1871-72
Sarah E. Eldredge,	-	Teacher of Primary Department,	- 1871-75
Martha Terry,	-	Principal of Academic Department,	- 1872
Martha I. Burt,	-	Principal of Academic Department,	1873
Annie M. Greene,	-	Principal of Academic Department,	- 1873-76
Ella A. Webster,	-	Teacher of Primary Department,	- 1875-00
Maggie E. Wicker,	-	Teacher of Intermediate Department,	- 1876-00

OSHKOSH NORMAL SCHOOL.

*Normal Department.*

Geo. S. Albee,	-	Teacher of Mental and Social Science, and	
		School Management,	- - - 1871-00
Robert Graham,	-	Teacher of Reading and Vocal Music, and	
		Conductor of Institutes,	- - - 1871-00
D. E. Holmes,	-	Teacher of Natural Science,	- - 1871
Mrs. D. E. Holmes,	-	Teacher of Geography,	- - 1871
Anna W. Moody,	-	Teacher of History and Rhetoric,	- 1871-00
Martha E. Hazard,	-	Teacher of Drawing and Calisthenics,	1871-75
Mary H. Ladd,	-	Teacher of Mathematics,	- - 1871-00
Henry C. Bowen,	-	Teacher of Natural Sciences,	- - 1872-74
Mrs. Helen A. Bateman,	-	Teacher of English Grammar and Compo-	
		sition,	- - - - 1872-00
Wm. A. Kellerman,	-	Teacher of Natural Sciences,	- - 1874-00
Rose C. Swart,	-	Teacher of Geography and Penmanship,	1874-00

Emily F. Webster,	-	Teacher of Latin, and Assistant in Mathematics,	-	-	-	-	1875-00
Anna S. Clark,	-	Teacher of Instrumental Music,	-	-	-	-	1874-00
Mortimer T. Park,	-	Teacher of Calisthenics and Book-keeping,	-	-	-	-	1875-00
Henry Marin,	-	Teacher of German,	-	-	-	-	1875-00
Frances Taylor,	-	Teacher of Drawing,	-	-	-	-	1876-00

*Model School.*

Robert Graham,	-	Director,	-	-	-	-	1871-75
Mortimer T. Park,	-	Director,	-	-	-	-	1875-00
Maria S. Hill,	-	Teacher and Critic in Grammar Dep't,	-	-	-	-	1871-00
Rose C. Swart,	-	Teacher in Primary Department,	-	-	-	-	1871-74
Frances E. Albee,	-	Teacher in Intermediate Department,	-	-	-	-	1872-00
Martha Kidder,	-	Teacher in Primary Department,	-	-	-	-	1874-75
Lucy A. Noyes,	-	Teacher in Primary Department,	-	-	-	-	1875-76

## RIVER FALLS NORMAL SCHOOL.

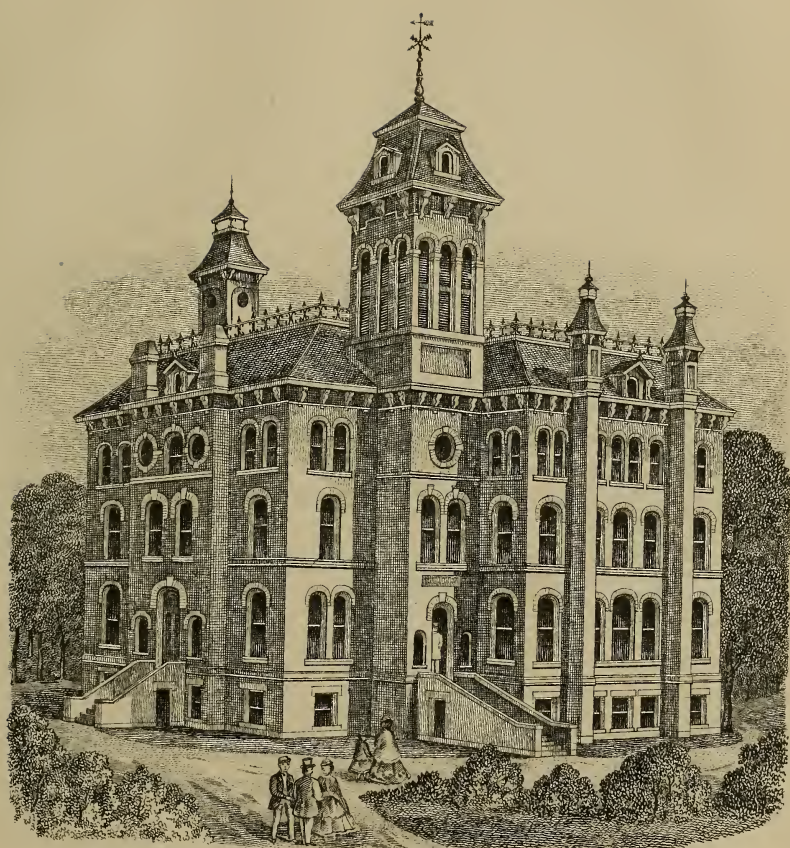
Warren D. Parker,	-	-	-	-	-	-	-	1875-00
Jesse B. Thayer,	-	-	-	-	-	-	-	1875-00
Albert Earthman,	-	-	-	-	-	-	-	1875-00
Lucy E. Foote,	-	-	-	-	-	-	-	1875-00
Laura G. Lovell,	-	-	-	-	-	-	-	1875-00
Margaret Hosford,	-	-	-	-	-	-	-	1875-00
Emily Wright,	-	-	-	-	-	-	-	1875-00
Sophia C. Thomas,	-	-	-	-	-	-	-	1875-00
Mary A. Kelly,	-	-	-	-	-	-	-	1875-00
Lizzie J. Curtis,	-	-	-	-	-	-	-	1875-00

## GRADUATES: 1869-76.

## PLATTEVILLE.

*Class of 1869.*

<i>Name.</i>	<i>Residence.</i>	<i>County.</i>
Lewis Funk, -	East Troy, -	Walworth.
Melvin Grigsby, -	Potosi, -	Grant.
Andrew Hutton, -	Badger, -	Portage.
Richard M. Jones, -	Platteville, -	Grant.
Ella Marshall, -	Platteville, -	Grant.
James Rait, -	Badger, -	Portage.
Alvena E. Schroeder, -	Platteville, -	Grant.
Edward M. Sprague, -	Lancaster, -	Grant.



STATE NORMAL SCHOOL OSHKOSH.

Milwaukee, Wis. & Eng. Co.



1870.

<i>Name.</i>	<i>Residence.</i>	<i>County.</i>
Jacob Block, - - -	Platteville, - - -	Grant.
J. Theodore Clifton, - - -	Washburn, - - -	Grant.
Charles E. Estabrook, - - -	Platteville, - - -	Grant.
Agnes Hosford, - - -	Hudson, - - -	St. Croix.
Henry Jane, - - -	Shullsburg, - - -	La Fayette.
David B. Jones, - - -	Mifflin, - - -	Iowa.
Ellen C. Jones, - - -	Wyoming, - - -	Iowa.
Jennie L. Jones, - - -	Wyoming, - - -	Iowa.
Thomas D. Jones, - - -	Mifflin, - - -	Iowa.
John W. Kerr, - - -	Platteville, - - -	Grant.
George R. Kleeberger, - - -	Shullsburg, - - -	La Fayette.
Ada M. Tyler, - - -	Platteville, - - -	Grant.
William A. Walker, - - -	Platteville, - - -	Grant.
Abbie F. White, - - -	Lancaster, - - -	Grant.
Albert Williams, - - -	Mineral Point, - - -	Iowa.

1871.

Lemuel J. Arthur, - - -	Beetown, - - -	Grant.
Mary E. Bass, - - -	Platteville, - - -	Grant.
S. Leora Clay, - - -	Hudson, - - -	St. Croix.
John J. Fruit, - - -	Washburn, - - -	Grant.
Margaret Graney, - - -	Platteville, - - -	Grant.
Phebe P. Grigsby, - - -	Potosi, - - -	Grant.
Kate McGregor, - - -	Waupaca, - - -	Waupaca.
Achsah Morgan, - - -	De Soto, - - -	Vernon.
Clara V. Rand, - - -	Platteville, - - -	Grant.
Elizabeth M. Treganowan, - - -	Platteville, - - -	Grant.
George D. Utt, - - -	Platteville, - - -	Grant.
William H. Utt, - - -	Platteville, - - -	Grant.

1872.

Eugene R. Boynton, - - -	Platteville, - - -	Grant.
Dwight R. Crowel, - - -	Moscow, - - -	Iowa.
Lou A. Falley, - - -	Lancaster, - - -	Grant.
William A. Jones, - - -	Mifflin, - - -	Iowa.
Aaron S. Newcomb, - - -	Platteville, - - -	Grant.
Lydia Ruggles, - - -	Hyde's Mills, - - -	Iowa.
George J. Schellenger, - - -	Platteville, - - -	Grant.
Marilla Secor, - - -	Racine, - - -	Racine.

## 1873.

<i>Name.</i>	<i>Residence.</i>	<i>County.</i>
Charles Brandon, - - -	Georgetown,	Grant.
Michael Joseph Casey, - - -	Portage City, -	Columbia.
Charles Warren Lemont, - - -	Wiot'a, - - -	LaFayette.
Charles M. Long, - - -	Richland City, -	Richland.
James Oliver Luce, - - -	Georgetown, - - -	Grant.
Joseph E. Luce, - - -	Georgetown, - - -	Grant.
David E. Morgan, - - -	Spring Green, - - -	Sauk.
James William Murphy, - - -	Platteville, - - -	Grant.
Henry David Neely, - - -	Platteville, - - -	Grant.
John J. Roche, - - -	Darlington, - - -	La Fayette.
Silas Henry Schellenger, - - -	Platteville, - - -	Grant.
Paine T. Stevens, - - -	Mifflin, - - -	Iowa.
Walter Thurtell, - - -	James town, - - -	Grant.
Nathan E. Utt, - - -	Platteville, - - -	Grant.
Edwin A. Williams, - - -	Bassett's Station, -	Kenosha.
Ella C. Aspinwall, - - -	Oregon, - - -	Dane.
Nora Lois Bayley, - - -	Platteville, - - -	Grant.
Carrie A. Edwards, - - -	Galena, Ills.,	
Johanna B. George, - - -	Mineral Point, - - -	Iowa.
Ada Grindell, - - -	Platteville, - - -	Grant.
Nellie A. Hill, - - -	Platteville, - - -	Grant.
Anna Potter, - - -	Platteville, - - -	Grant.
Ella Dora Sylvester, - - -	Mifflin, - - -	Iowa.
Velma Sylvester, - - -	Castle Rock, - - -	Grant.
Alice E. Tracy, - - -	Platteville, - - -	Grant.
Emma Watkins, - - -	Lancaster, - - -	Grant.

## 1874.

Lewis Edward Cooley, - - -	Platteville, - - -	Grant.
Will W. Girton, - - -	Sandusky, - - -	Sauk.
James Oettiker, - - -	Belmont, - - -	La Fayette.
John Marion Quick, - - -	Georgetown, - - -	Grant.
Sarah C. Bass, - - -	Platteville, - - -	Grant.
Maudie Hunter Goodfellow, - - -	Platteville, - - -	Grant.
Edith E. Goodrich, - - -	Platteville, - - -	Grant.
Minnie E. Henderson, - - -	Patch Grove, - - -	Grant.
Ernestine R. Stevens, - - -	Mifflin, - - -	Iowa.
Phebe E. Trowbridge, - - -	Platteville, - - -	Grant.

## 1875.

Dennis J. Gardner, - - -	Platteville, - - -	Grant.
W. Fred Main, - - -	Platteville, - - -	Grant.



<i>Name.</i>	<i>Residence.</i>	<i>County.</i>
William D. Washburn, - - -	Platteville, - - -	Grant.
Ellen E. Grigsby, - - -	Potosi, - - -	Grant.
Mary A. Haw, - - -	Platteville, - - -	Grant.
Josie Lemon, - - -	Beetown, - - -	Grant.
Bessie Seely, - - -	Elk Grove, - - -	La Fayette.
Sophia C. Thomas, - - -	Linden, - - -	Iowa.
Lessie I. Wallace, - - -	Belmont, - - -	La Fayette.

**1876.**

Charles A. Burlew, - - -	Black Earth, - - -	Dane.
John W. Loofbourrow, - - -	Platteville, - - -	Grant.
Alfred L. May, - - -	Shullsburg, - - -	La Fayette.
Minnie M. Irwin, - - -	Beetown, - - -	Grant.
Lillian R. Jarvis, - - -	Gratiot, - - -	La Fayette.
Fannie Richmond, - - -	Bem, - - -	Green.
Kate L. Roser, - - -	Platteville, - - -	Grant.

ELEMENTARY COURSE.

**1875.**

John Kelly, - - -	Richwood, - - -	Dodge.
John W. Livingston, - - -	Martinville, - - -	Grant.
Matthew Richards, - - -	Linden, - - -	Iowa.
Electa Potter, - - -	Platteville, - - -	Grant.
Mary M. Robbins, - - -	Platteville, - - -	Grant.
Jennie Sims, - - -	Shullsburg, - - -	La Fayette.

**1876.**

C. Will Beers, - - -	River Falls, - - -	Pierce.
Charles R. Evans, - - -	Platteville, - - -	Grant.
Henry D. Fruit, - - -	Washburn, - - -	Grant.
George H. Millman, - - -	Elk Grove, - - -	La Fayette.
Albert F. Smith, - - -	Montfort, - - -	Grant.
J. Frank Smith, - - -	Fennimore, - - -	Grant.
John H. Symons, - - -	Laramie City, Wyoming Ter.	
John Ulrich, - - -	Fountain City, - - -	Buffalo.
Katie E. Basye, - - -	Platteville, - - -	Grant.
M. Emma Bingham, - - -	Bloomington, - - -	Grant.
Hattie Gillette, - - -	Hazel Green, - - -	Grant.
Elsie B. Hawley, - - -	Gratiot, - - -	La Fayette.
Julia B. Main, - - -	Platteville, - - -	Grant.
Mary F. Neeley, - - -	Platteville, - - -	Grant.
Sada L. Sims, - - -	Belmont, - - -	La Fayette.
Estelle J. Wells, - - -	Gratiot, - - -	La Fayette.

## WHITEWATER.

## 1870.

<i>Name.</i>	<i>Residence.</i>	<i>County.</i>
Samuel R. Alden, - - -	Whitewater, - - -	Walworth.
George M. Bowen, - - -	Auroraville, - - -	Wausara.
Charles L. Brockway, - - -	Whitewater, - - -	Walworth.
James W. Congdon, - - -	Palmyra, - - -	Jefferson.
Andrew J. Steele, - - -	Whitewater, - - -	Walworth.
Mary L. McCutchan, - - -	Whitewater, - - -	Walworth.

## 1871.

William E. Anderson, - - -	Racine, - - -	Racine.
Antoni Cajori, - - -	Fountain City, - - -	Buffalo.
Mary W. Colton, - - -	Whitewater, - - -	Walworth.
Winnie Cole, - - -	Darien, - - -	Walworth.
Sarah E. Edwards, - - -	East Troy, - - -	Walworth.
Jennie E. Fowler, - - -	East Troy, - - -	Walworth.
Eva Kinney, - - -	Whitewater, - - -	Walworth.
Maggie E. McIntyre, - - -	Whitewater, - - -	Walworth.
Dora L. O'Connor, - - -	Whitewater, - - -	Walworth.
Hannah Stackpole, - - -	Prairie du Chien, - - -	Crawford.

## 1872.

Franklin H. King, - - -	Whitewater, - - -	Walworth.
Mary De Lany, - - -	Whitewater, - - -	Walworth.
Annie M. Greene, - - -	Spring Prairie, - - -	Walworth.
Elmina Rice, - - -	Johnstown, - - -	Rock.
Helen M. Startevant, - - -	Delavan, - - -	Walworth.
Celia A. Taylor, - - -	Brodhead, - - -	Green.

## 1873.

Walter Allen, - - -	Geneva, - - -	Walworth.
Foland P. Fowler, - - -	Ripon, - - -	Fond du Lac.
James Larkin, - - -	Whitewater, - - -	Walworth.
William McGoorty, - - -	Eureka, - - -	Winnebago.
William J. Showers, - - -	Madison, - - -	Dane.
Lyman C. Wooster, - - -	Whitewater, - - -	Walworth.
Sarah J. Church, - - -	Whitewater, - - -	Walworth.
Margaret E. Conklin, - - -	Lime Rock, - - -	Outagamie.
Alice Lacy, - - -	Prairie du Chien, - - -	Crawford.
Marie L. Lewis, - - -	Darien, - - -	Walworth.
Ellen F. O'Connor, - - -	Whitewater, - - -	Walworth.
Lilla C. Redington, - - -	Whitewater, - - -	Walworth.
Ada H. Stone, - - -	Charlotte, Vt.	
Caroline B. Weir, - - -	Vernon, - - -	Waukesha.

1874.

<i>Names.</i>	<i>Residence.</i>	<i>County.</i>
James M. Allen, - - -	Randolph, - - -	Dodge.
Ira M. Buell, - - -	Geneva, - - -	Walworth.
Garry E. Culver, - - -	Ft. Atkinson, - - -	Jefferson.
Stephen B. Lewis, - - -	Lewiston, - - -	Columbia.
Herbert C. Wood, - - -	Clinton, - - -	Rock.
Ellie R. Adams, - - -	Union Grove, - - -	Racine.
Maria Bivins, - - -	Milwaukee, - - -	Milwaukee.
Clemence H. Cole, - - -	Darien, - - -	Walworth.
Alura A. Collins, - - -	Mukwonago, - - -	Waukesha.
Mary Kneeland, - - -	Hartford, - - -	Washington.
Margaret Lyons, - - -	Wilmot, - - -	Kenosha.
Fanny M. Mather, - - -	Marke-an, - - -	Green Lake.
Jannet E. Stewart, - - -	Dejavar, - - -	Walworth.
Ruth E. Waes, - - -	Elkhorn, - - -	Walworth.
Sarah A. Weeks, - - -	Fau <sup>g</sup> Plaine, - - -	Porta_e.

1875

Fred W. Isham, - - -	Elkhorn, - - -	Walworth.
Kate Brennan, - - -	Whitewater, - - -	Walworth.
Nettie D. Noyes, - - -	Whitewater, - - -	Walworth.
Ada E. Rice, - - -	Whitewater, - - -	Walworth.
Maggie Ray, - - -	Whitewater, - - -	Walworth.
Margaret G. Vincent, - - -	Whitewater, - - -	Walworth.

1876.

Addison L. Ewing, - - -	Whitewater, - - -	Walworth.
Ellen A. Bassett, - - -	Whitewater, - - -	Walworth.
Ada I. Dann, - - -	Whitewater, - - -	Walworth.
Alice A. Ewing, - - -	Whitewater, - - -	Walworth.
Kate A. Ketchum, - - -	Door Creek, - - -	Dane.
Kittie M. Lowth, - - -	Columbus, - - -	Columbia.
Louise McIntyre, - - -	Whitewater, - - -	Walworth.
Mary Eliza McBeath, - - -	Whitewater, - - -	Walworth.
Juliette J. Redington, - - -	Whitewater, - - -	Walworth.

ELEMENTARY COURSE.

1875

Henry W. Brewster, - - -	New Lisbon, - - -	Juneau.
George A. Gross, - - -	Merrimac, - - -	Sauk.
J. Oscar Green, - - -	Whitewater, - - -	Walworth.
Levi A. Nichols, - - -	Geneva Lake, - - -	Walworth.
Charles S. Taylor, - - -	Oxford, - - -	Marquette.

<i>Names.</i>	<i>Residence.</i>	<i>County.</i>
John J. A. Warren, - - -	Beloit, - - -	Rock.
Lydia Cummings, - - -	Briggsville, - - -	Marquette.
Elizabeth J. Cole, - - -	Darien, - - -	Walworth.
Celine B. Williams, - - -	Delavan, - - -	Walworth.

**1876.**

Ferdinand B. Hawes, - - -	Fox Lake, - - -	Dodge.
William D. Parker, - - -	Watertown, - - -	Jefferson.
Matthias L. Schwin, - - -	Newburg, - - -	Washington.
Emma C. Cook, - - -	Whitewater, - - -	Walworth.
Mary A. Gray, - - -	Mazomanie, - - -	Dane.
Rilla M. Johnson, - - -	Wauwatosa, - - -	Milwaukee.
Martha Johnson, - - -	Greenfield, - - -	Milwaukee.
Eva Russell, - - -	Oconomowoc, - - -	Waukesha.
Amma M. Rhoades, - - -	Mukwonago, - - -	Waukesha.
Betsy L. Seward, - - -	Lake Mills, - - -	Jefferson.
Della F. Smith, - - -	Whitewater, - - -	Walworth.
Mary Wilmer, - - -	East Troy, - - -	Walworth.
Annie J. Wyman, - - -	Spring Green, - - -	Sauk.

**OSHKOSH.****1875.**

John F. Burke, - - -	Armstrong's Corners, - - -	Fond du Lac.
William M. Graham, - - -	Oshkosh, - - -	Winnebago.
Edward McLoughlin, - - -	Eldorado Mills, - - -	Fond du Lac.
Hattie E. Clark, - - -	Trempealeau, - - -	Trempealeau.
Margaret Hosford, - - -	Hudson, - - -	St. Croix.
Mary J. Knisely, - - -	Oshkosh, - - -	Winnebago.
Rachel L. Sutton, - - -	Columbus, - - -	Columbia.
Emily F. Webster, - - -	Winneconne, - - -	Winnebago.

**1876.**

Bernhard R. Grogan, - - -	Russell, - - -	Sheboygan.
Lillian Duffes, - - -	Racine, - - -	Racine.
Mellie McMurdo, - - -	Hortonville, - - -	Outagamie.

**ELEMENTARY COURSE.**

James Cavanaugh, - - -	Bristol, - - -	Kenosha.
Martin L. Smith, - - -	Sylvania, - - -	Racine.
Frank E. Stevens, - - -	Bristol, - - -	Kenosha.
Henry Straks, - - -	Waupun, - - -	Fond du Lac.
Lonis H. Zastrow, - - -	Watertown, - - -	Jefferson.
Alfaretta Haskell, - - -	Oshkosh, - - -	Winnebago.

<i>Names.</i>	<i>Residence.</i>	<i>County.</i>
Lizzie Rait, - - -	Badger, - - -	Portage.
Hattie M. Spence, - - -	Somers, - - -	Kenosha.
Clara Wagner, - - -	Oshkosh, - - -	Winnebago.

**1876.**

Charles Angell, - - -	Oshkosh, - - -	Winnebago.
Leonard W. Gammons, - - -	Middleton, - - -	Dane.
Eugene J. Marsh, - - -	Poynette, - - -	Columbia.
William F. Scott, - - -	Stevens Point, - - -	Portage.
Carey Thomas, - - -	De Pere, - - -	Brown.
Aimee Bell, - - -	Oshkosh, - - -	Winnebago
Sarah Carter, - - -	Sherwood, - - -	Calumet.
Nettie G. Freeman, - - -	Oshkosh, - - -	Winnebago.
Lucy Moors, - - -	Kenosha, - - -	Kenosha.
Emma Sabin, - - -	Windsor, - - -	Dane.
Helen Sizer, - - -	Rosendale, - - -	Fond du Lac.
Elizabeth Stewart, - - -	Barton, - - -	Washington.
Anna Stewart, - - -	Barton, - - -	Washington.

**SUMMARY.**

<i>Full Course.</i>	<i>Platteville.</i>	<i>Elementary Course.</i>
Gentlemen, - - -	50	Gentlemen, - - - 11
Ladies, - - -	45	Ladies, - - - 11
Total - - -	<u>95</u>	Total, - - - <u>22</u>
	<i>Whitewater.</i>	
Gentlemen, - - -	21	Gentlemen, - - - 9
Ladies, - - -	45	Ladies, - - - 13
Total, - - -	<u>66</u>	Total, - - - <u>22</u>
	<i>Oshkosh.</i>	
Gentlemen, - - -	4	Gentlemen, - - - 10
Ladies, - - -	7	Ladies, - - - 12
Total, - - -	<u>11</u>	Total, - - - <u>22</u>
	<i>Aggregate.</i>	
Gentlemen, - - -	75	Gentlemen, - - - 30
Ladies, - - -	97	Ladies, - - - 36
Total, - - -	<u>172</u>	Total, - - - <u>66</u>
Grand total in both courses, - - -		238

## CHAPTER IV.

## TEACHERS' INSTITUTES.

*Work Done by Supt. A. P. Ladd.*

The Teachers' Institute made its first appearance in Wisconsin in connection with the official career of Azel P. Ladd, the second state superintendent of public instruction. He came into office January 1, 1852, and in the session of the legislature which immediately followed, he procured the passage through one house of a bill giving state aid to what he called "Temporary Normal Schools," but failed in the other house. Notwithstanding this failure in the legislature, Supt. Ladd held these temporary normal schools or institutes, in person, in various parts of the state during the two years of his administration, pursuing the work under all the many difficulties attendant upon such work in a newly settled and undeveloped country.

In his report at the end of his first year of office, he presented the matter again to the incoming legislature, asking for aid, but, as before, without success. In his report for 1853, he amplifies his previous arguments, saying, among other things: "There are in the state not less than from five to six thousand persons engaged a portion or all of the time in the business of teaching. \* \* To mitigate the disadvantages arising from the engagement of a number of persons so diversified in qualifications and character, I have adopted the system of holding temporary normal schools, for their instruc-



tion in the branches of science and the art of teaching. These schools have been thus far conducted under manifold embarrassments, without legal provision for their organization, or means for their support. \* \* I am satisfied that they have been of practical utility, and that great good would result from their incorporation into one general plan of public instruction. \* \* Even the most accidental meeting of two intelligent teachers, and the consequent interchange of sentiment, is seldom unfruitful of mutual benefit. When large numbers meet for culture and instruction, the benefit must be proportionately increased."

Surely these are good ideas and well put; and considered in the light of their time and place they seem nothing less than remarkable.

*Superintendent Barry's Administration.*

In the spring of 1856, Superintendent A. C. Barry announced a series of "Educational Conventions" throughout the state, of two days' duration each, to be addressed by himself and others, and to also comprise discussions upon educational affairs; but they were not intended for teachers especially, and can not be called teachers' institutes. But from a notice issued by Supt. Barry, in August of the same year, it would seem that teachers' institutes were not unknown, and that they were sometimes held under the auspices of the county teachers' associations which existed in many of the counties at that time, and which have, to some extent, been superseded by the county institutes of the present system. In the notice just alluded to, some practical suggestions are given for the management of the institutes, and the following gentlemen are named as

"well qualified to take charge of the institutes, and conduct them properly," viz.: "Jno. G. McMynn, of Racine; Jno. G. McKindley, Kenosha; Dr. Jas. H. Magoffin and A. A. Griffith, Waukesha; J. L. Pickard, Platteville; W. C. Dustin, Beloit; H. W. Collins, Janesville; A. C. Spicer, Milton; W. VanNess, Fond du Lac; W. P. Bartlett, Watertown; J. E. Munger, Waupun; A. Pickett, Oshkosh; — Abbott, Portage City; D. Y. Kilgore, Madison." Prof. Webster and H. B. Coe, of Racine, and W. H. H. Webster, of Elkhorn, were also named as eminently qualified to instruct in vocal music. As no state aid was furnished, the teachers had each to pay a fee for the remuneration of the conductor, etc. Supt. Barry also urged upon the legislature the need of some appropriation for institute work, but without success.

*The Act of 1857 — Dr. Barnard.*

Though the act of 1857 established a fund for the encouragement of normal instruction, no immediate benefit accrued from it to the teachers' institutes. It was not until the advent of Dr. Barnard, in 1859, that the board of normal regents undertook the improvement of the teaching force of the state through the agency of institute work.

In the fall of 1859, an institute campaign was organized and carried out, in which institutes were held as follows:

<i>Members.</i>					<i>Members.</i>				
Elkhorn,	-	-	-	175	River Falls,	-	-	-	70
Sheboygan,	-	-	-	65	Eau Claire,	-	-	-	31
Waupun,	-	-	-	120	Baraboo,	-	-	-	125
Appleton,	-	-	-	75	Milton,	-	-	-	225
Mineral Point,	-	-	-	67	Kenosha,	-	-	-	100
Richland,	-	-	-	60	Beloit,	-	-	-	150
Galesville,	-	-	-	40	Madison,	-	-	-	120

Fourteen sessions, with 1,438 members; besides which, sessions of two days or more were held at La Crosse, Oshkosh, Palmyra, Waukesha, and Milwaukee.

At most of these, Dr. Barnard delivered addresses. The daily work was performed by other gentlemen brought into the field from the workers of the state, and from the East. Among them were Professors John Ogden, of Ohio; Fordyce H. Allen and Chas. H. Allen, of Pennsylvania; C. E. Hovey, of Illinois; Francis T. Russell and Wm. S. Baker, of Connecticut; Jno. G. McMynn, A. J. Craig, and others, of this state.

In the spring of 1860, twenty institutes were held, with an enrollment of 1,184. Most of these were conducted by Prof. Chas. H. Allen, who became Dr. Barnard's assistant in the agency of the normal board. Work was done also by J. G. McMynn, T. J. Connatty, A. Pickett, John Ogden, of Ohio, and J. Eberhart, of Chicago. In this season an institute of four weeks was held at Madison, under the conduct, for the first two weeks, of Dr. A. D. Lord, of Columbus, Ohio.

In the fall of 1860, nineteen institutes were held, mostly by Prof. Allen, with about the same attendance as in the spring series.

*Institute Work Temporarily Abandoned by the Normal Board.*

Institutes were also held by Prof. Allen, in the spring and fall of 1861; but the coming on of the war weakened and embarrassed all educational enterprises; the act establishing the county superintendency, which went into operation in 1861, placed the duty of holding institutes upon the county superintendents; and for

these, and perhaps other reasons, the board of normal regents abandoned the institute work.

But the superintendents, called to a newly established office, left with no provision for assistance from without, and not prepared by education or experience for so peculiar a work as the conducting of institutes, could not have been expected to carry on the well-be-gun work. But something continued to be done. Prof. Sill, of Michigan, did some institute work in Wisconsin in the fall of 1862, as did Prof. J. C. Pickard and others of our home force.

*The Work Resumed by the Board.*

In the fall of 1864, the Institute work was resumed by the normal regents. Col. J. G. McMynn was put into the field as the agent of the board, but soon became state superintendent; and the county superintendents were again thrown upon their own resources.

In 1867, the board adopted the plan of paying necessary expenses of institutes, leaving the county superintendents to find their own conductors as before. But in the fall of 1868, Capt. Robert Graham was employed as the agent of the board, for conducting institutes, and entered vigorously upon that work, which he has continued, with slight interruption, till the present time and to which the public education of the state is so greatly indebted. But of course one conductor could not reach all the counties, and the board continued the policy, where Mr. Graham was unable to go, of paying expenses, to the limit of fifty dollars for each institute. Under this arrangement, Mr. A. J. Cheney, of Walworth county, was employed to conduct a number of institutes in the fall of 1868 and in 1869.

Mr. Graham continued to act as the institute agent of the board of regents until his entrance into the faculty of the Oshkosh School in 1871.

As elsewhere stated, he was, for a time, succeeded in the institute work by Prof. Chas. H. Allen, who had been so honorably connected with the same work in earlier years. In the fall of 1872, Prof. Allen resigned to accept a position in California, and the institute work was resumed by Prof. Graham in connection with his school duties.

#### *New Departure in the Institute Work.*

In the summer and fall of 1871, in pursuance of an act whose passage had been procured at the previous session of the legislature, a series of institutes of four or more weeks in duration was inaugurated, in addition to the previous work. For the support of these, a permanent appropriation of \$2,000 per annum was put at the disposal of the board of normal regents, from the general fund of the state.

To supply the demand thus created for institute workers, many of the principals of high schools, and others, were called into the field in August of each year, and at other available times, as conductors of the normal institutes, as these long-term institutes were called by way of distinction.

The connection of Prof. Graham with a regular faculty, the resignation of Prof. Allen in 1872, and the growing demands of the work, made some new provision imperative. After some previous discussion of the matter, the board of regents, near the last of January, 1873, took a new departure by which the institute work



of the state was still further enlarged, and more thoroughly systematized. The present system, which will be more thoroughly set forth in the closing chapter, was then entered upon, the state being divided into districts and a conductor permanently detailed from each of the normal school faculties to do institute work at the proper season of the year.

This action, together with the previous establishment of the so called normal institutes, brought so many new and occasional workers into the field that some measures were made necessary to secure unity and system in the work.

*Inauguration of the Conductors' Meeting.*

Accordingly, at the instance of Prof. Graham, who has always been not only *primus inter pares* but *facile princeps* among the district conductors, a meeting of institute conductors was called at Sparta in July, 1873, in connection with the meeting of the State Teachers' Association. There, under the direction of Prof. Graham, was held a Conductors' Institute of one week, the first meeting of the kind, it is believed, that ever convened. None who participated in that meeting will ever forget either the quality or the quantity of the work performed. As a first result of the meeting, a syllabus or course of study for normal institutes was promulgated, which receives revision, from year to year by the annual conductors' meeting, this having become at once one of the institutions of the state.

The regular Institute Conductors, as designated in 1873, are:

1st District, Duncan McGregor, of Platteville.

2d District, Albert Salisbury, of Whitewater.



3d District, Robert Graham, of Oshkosh.

For the 4th District, Jesse B. Thayer, of River Falls, was appointed in the summer of 1875.

Beside these, as has been said, other gentlemen are put into the work in August of each year, and occasionally at other times of year. Prominent among these have been Alex. F. North, A. J. Hutton, O. R. Smith, C. F. Viebahn, Hosea Barns, Albert Earthman, Rev. A. O. Wright, I. N. Stewart, E. H. Sprague, and many others. And thus, as a result of the gradual development of the institute work in extent and thoroughness, a home corps of conductors has been trained up, under the law of natural selection, as it were, who have rendered no little service to the educational work of the state.

In the summer of 1875, Hon. John H. French, LL. D., of Vermont, was employed for two or three months in institute work in this state. He visited a large number of the institutes, lecturing and working a few days in each.

In July, 1875, a new division of the state into institute districts was made, on account of the opening of the River Falls School. The districts are now as follows:

*Dist. No. 1.*—Prof. R. GRAHAM, Oshkosh, Conductor.

*Counties.*—Sheboygan, Fond du Lac, Green Lake, Waushara, Winnebago, Calumet, Manitowoc, Kewaunee, Door, Brown, Outagamie, Waupaca, Portage, Oconto, Marathon, Shawano, Lincoln, Taylor—18.

*Dist. No. 2.*—Prof. D. MCGREGOR, Platteville, Conductor.

*Counties.*—Grant, La Fayette, Iowa, Crawford, Ver-

non, Richland, Sauk, Dane, Marquette, Adams, Juneau, Wood — 12.

*Dist. No. 3.* — Prof. A. SALISBURY, Whitewater, Conductor.

*Counties.* — Racine, Milwaukee, Walworth, Waukesha, Jefferson, Rock, Green, Columbia, Dodge, Washington, Kenosha, Ozaukee — 12.

*Dist. No. 4.* — Prof. J. B. THAYER, River Falls, Conductor.

*Counties.* — Polk, St. Croix, Pierce, Chippewa, Pepin, Eau Claire, Dunn, Buffalo, Trempealeau, Jackson, Clark, La Crosse, Monroe, Ashland, Douglas, Bayfield, Burnett, Barron — 18.

The extent of the work since 1870, may be imperfectly seen from the table here appended.

Imperfectly, since the negligence of the county superintendents and conductors in making their reports has occasioned omissions and somewhat of confusion in the statistics of almost every year, as published by the state superintendent. It may be said here, that a new system of reports from institutes was adopted in 1875, which it is to be hoped will result in greater uniformity and accuracy.

INSTITUTE STATISTICS.

YEAR.	No. of Institutes.			Number Enrolled.
	One Week.	2 to 4 or more Weeks.	Total.	
1870-1 - - - - -	.....	.....	49	3,016
1871-2 - - - - -	43	13	56	3,122
1872-3 - - - - -	40	23	63	3,697
1873-4 - - - - -	34	20	54	3,731
1874-5 - - - - -	34	23	57	3,760
Total, - - - - -	.....	.....	279	17,326

## CHAPTER V.

## THE BOARD OF REGENTS.

"The Board of Regents of Normal Schools of Wisconsin" was constituted by the act of 1857, and consists of two *ex officio* and nine appointed members. The nine are appointed by the governor by and with the approval of the senate. Their term of office is three years and until their successors are appointed and confirmed; and they are divided into three classes so that the term of office of one class expires each year. The *ex officio* members are the governor of the state and the superintendent of public instruction. The officers of the board are a president, vice president and secretary, who are elected each year.

The board holds two regular meetings each year, the annual meeting, required by law, on the second Wednesday of July, and the semi-annual meeting, at the call of the president, in January or February.

Special meetings may be called by the president of the board or governor, on petition of any three members.

The board is a body corporate, and has full control and direction of the locating, building, supplying and operating the schools, of the school property, and of the *income* of the normal school fund; but not of the fund itself, which is under the control of the "commissioners of school and university lands." The members of the board receive no compensation for their services except for "specific service rendered under the

direction of the board, other than attending the meetings thereof," and actual expenses in attending the meetings or performing other service directed to be performed.

The president of the board is required to make an annual report to the superintendent of public instruction, giving a detailed account of the doings, expenditures, etc., of the board.

The state treasurer is *ex officio* treasurer of the board. By custom and the force of circumstances, some member of the board must be a resident of each locality where a school is situated, in order that the business affairs of the schools may be properly attended to.

#### *The Original Membership of the Board.*

The original board was appointed by Gov. Coles Bashford in 1857, and consisted of the following members: Edward Cooke, J. G. McKindley, A. C. Spicer, Alfred Brunson, Noah H. Virgin, J. J. Enos, S. A. Bean, M. P. Kinney, and D. Y. Kilgore.

The first meeting was held in the assembly chamber, at Madison, on July 5th, 1857, when the oath of office was administered by Associate Justice A. D. Smith, of the supreme court. The officers elected were:

Rev. Martin P. Kinney, of Racine, President.

Dr. Edward Cooke, of Appleton, Vice President.

D. Y. Kilgore, of Madison, Secretary.

This board proceeded with its duties through the remainder of the year, though the members had been appointed after the adjournment of the legislature, and so not confirmed.

January 28, 1858, their names were sent to the senate,

for confirmation, by Gov. A. W. Randall. On February 12, the senate proceeded to confirm the appointments individually; but after several had been thus confirmed, the whole matter was reconsidered, and the entire list was returned to the governor with the information that the senate refused to confirm, on the ground that the members were not properly distributed throughout the state. Perhaps there was some other reason back of that.

On February 25, 1858, Gov. Randall nominated an entirely new board, as follows:

*Terms expire Jan. 1, 1859.*—C. C. Sholes, Kenosha County; Julius T. Clark, Dane County; L. H. Cary, Sheboygan County.

*Terms expire Jan. 1, 1860.*—John Hodgson, Waukesha County; Jas. H. Howe, Brown County; Hanmer Robbins, Grant County.

*Terms expire Jan. 1, 1861.*—Silas Chapman, Milwaukee County; O. T. Maxson, Pierce County; Wm. E. Smith, Dodge County.

All were confirmed by the senate March 3, 1859.

The new board held its first meeting at Madison, March 25, 1858, and organized by the election of C. C. Sholes, of Kenosha, as President; Wm. E. Smith, of Fox Lake, Vice-President; and Julius T. Clark, of Madison, Secretary.

Messrs. Howe and Hodgson did not enter into the work of the board but soon resigned, and their places were filled by two of the original board which had been appointed by Gov. Bashford, viz., Dr. Edward Cooke, of Appleton, and Sidney A. Bean, of Waukesha.

The following gentlemen have been members of the

board at some time since the rejection of the original nine:

*Membership of the Board of Regents.*

Gov. A. W. Randall,	-	-	-	<i>ex officio</i> ,	-	-	-	1858-62
State Supt. L. C. Draper,	-	-	-	<i>ex officio</i> ,	-	-	-	1858-60
C. C. Sholes,	-	-	-	Kenosha,	-	-	-	1858-67
Julius T. Clark,	-	-	-	Madison,	-	-	-	1858-67
Luther H. Cary,	-	-	-	Greenbush,	-	-	-	1858-62
John Hodgson,	-	-	-	Waukesha,	-	-	-	1858
Dr. Edward Cooke,	-	-	-	Appleton,	-	-	-	1859
Jas. H. Howe,	-	-	-	Green Bay,	-	-	-	1858
Hanmer Robbins,	-	-	-	Platteville,	-	-	-	1858-72
Silas Chapman,	-	-	-	Milwaukee,	-	-	-	1858-67
O. T. Maxson,	-	-	-	Prescott,	-	-	-	1852-64
Wm. E. Smith,	-	-	-	Fox Lake and Milwaukee,	-	-	-	1858-76
Sidney A. Bean,	-	-	-	Waukesha,	-	-	-	1859-63
Jacob West,	-	-	-	Evansville,	-	-	-	1860
State Supt. J. L. Pickard,	-	-	-	<i>ex officio</i> ,	-	-	-	1860-64
Edward Daniels,	-	-	-	Ripon,	-	-	-	1860-63
Gov. Louis P. Harvey,	-	-	-	<i>ex officio</i> ,	Jan. 5, to April 19,	-	-	1862
Rev. J. I. Foote,	-	-	-	Footeville,	-	-	-	1862-65
Gov. Edward Salomon,	-	-	-	<i>ex officio</i> ,	-	-	-	1862-64
Gov. James T. Lewis,	-	-	-	<i>ex officio</i> ,	-	-	-	1864-66
State Supt. J. G. McMynn,	-	-	-	<i>ex officio</i> ,	-	-	-	1864-68
Wm. Starr,	-	-	-	Ripon,	-	-	-	1864-00
Jno. E. Thomas,	-	-	-	Sheboygan Falls,	-	-	-	1894-70
George Griswold,	-	-	-	Columbus,	-	-	-	1864-66
S. A. White,	-	-	-	Whitewater,	-	-	-	1865-70, 1874-00
Gov. Lucius Fairchild,	-	-	-	<i>ex officio</i> ,	-	-	-	1866-72
Henry Kleinpell,	-	-	-	Sauk City,	-	-	-	1866-67
Henry Lines,	-	-	-	Oshkosh,	-	-	-	1867-70
Nelson Williams,	-	-	-	Stoughton,	-	-	-	1867-70
Rev. Wm. C. Whitford,	-	-	-	Milton,	-	-	-	1867-75
State Supt. A. J. Craig,	-	-	-	<i>ex officio</i> ,	-	-	-	1868-70
Allen H. Weld,	-	-	-	River Falls,	-	-	-	1868-00
T. D. Weeks,	-	-	-	Whitewater,	-	-	-	1870-74
Jas. I. Lyndes,	-	-	-	La Crosse,	-	-	-	1870-76
Samuel Gary,	-	-	-	Oshkosh,	-	-	-	1870-74
State Supt. Samuel Fallows,	-	-	-	<i>ex officio</i> ,	-	-	-	1870-74
W. H. Chandler,	-	-	-	Sun Prairie,	-	-	-	1871-00
Gov. C. C. Washburn,	-	-	-	<i>ex officio</i> ,	-	-	-	1872-74
J. H. Evans,	-	-	-	Platteville,	-	-	-	1872-00
Gov. Wm. R. Taylor,	-	-	-	<i>ex officio</i> ,	-	-	-	1874-76



State Supt. Edward Searing, -	. <i>ex officio</i> , -	- - -	1874-00
Chas. A. Weisbrod, -	- - -	Oshkosh, -	- - - 1874-76
F. W. Cotzhausen, -	- - -	Milwaukee, -	- - - 1875-00
Gov. Harrison Ludington, -	- - -	<i>ex officio</i> , -	- - - 1876-00
John Phillips, -	- - -	- - - Stevens Point, -	- - - 1876-00
S. S. Sherman, -	- - -	- - - Milwaukee, -	- - - 1876-00

*Special Mention of Prominent Members.*

Special mention can be made of only a few of the more active and useful workers. Of the *ex officio* members, the state superintendents have been, from the nature of the case, uniformly active and intelligent regents; and none more so than the present incumbent, Hon. Edward Searing.

Of the governors, most have not identified themselves at all with the work of the board; but His Excellency, Lucius Fairchild, will be long remembered as one of the most energetic, wise, and useful friends of normal schools in or out of the board.

C. C. Sholes was president of the board from 1858 till his death, Oct. 5th, 1867.

The following from the resolutions adopted by the regents shortly afterward, but express the simple truth:

*"Resolved*, That by the death of the Hon. C. C. Sholes, the president of the board since its organization in 1858, the state has lost one of its most honored citizens, and the cause of education a sagacious and devoted friend.

*"Resolved*, That by his patriotic devotion to the welfare of his country, he has associated his name with the development of the material and educational interests of the northwest, and left his impress upon every enterprise calculated to promote the prosperity of our own state.

*"Resolved*, That to his forecast, energy and influence,

our normal school system is largely indebted for its present and prospective influence.

“*Resolved*, That the members of this board retain a vivid recollection of his ability and courtesy as a presiding officer, and of his uniform courtesy towards all associated with him.”

Silas Chapman, of Milwaukee, was the efficient secretary of the board for nearly nine years. Hon. Wm. Starr has been president of the board since the death of Mr. Sholes in 1867, and has proved himself a member and officer no less devoted and valuable than his predecessor. Hon. Wm. E. Smith was for some years the senior member, having been a regent for eighteen consecutive years, and for many years vice-president of the board. Especially prominent in connection with all the work of the regents, is Hon. Willard H. Chandler, whose energy and sagacity have done much to give the institute work of the state its present standing. Hons. Wm. C. Whitford and A. H. Weld, with the several state superintendents, have worthily represented the teacher's profession in the membership of the board.

The several “local” or resident regents have always held a large share of the labor and business responsibility of the board. Of these, regents Robbins, White, and Evans have been most prominent.

#### *Present Organization of the Board.*

The board, in its present organization, works through the following standing committees, viz:

Executive Committee.

Committee on Finance.

Committee on Teachers.

Committee on Institutes.

Committee on Supplies.

Committee on Course of Study and Text Books.

Committee on Visitation.

Committee on Senior Classes.

The present officers of the board are:

Hon. Wm. Starr, President.

Hon. S. A. White, Vice President.

Hon. Edward Searing, Secretary.

Hon. Ferd. Kuehn, *ex officio*, Treasurer.

Of late years it has become the custom to make the superintendent of public instruction, secretary of the board and chairman of the committee on institutes, thus the better enabling the board to do its institute work through the office of the state superintendent.

The committee on supplies is composed of the four resident regents.

The president of the board heads the committee on teachers and the executive committee, which is also the building committee.

## CHAPTER VI.

## THE PRESENT SYSTEM.

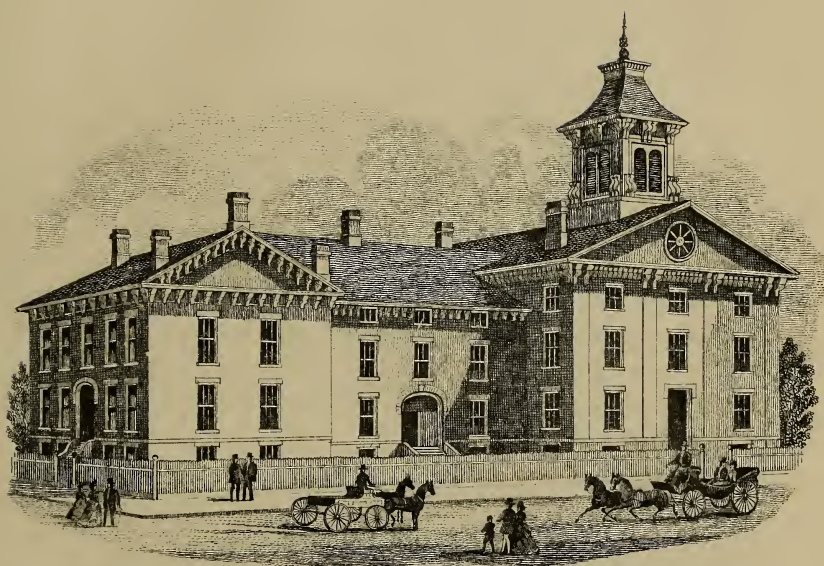
For the convenience of those not familiar with the details of the present system of normal instruction in Wisconsin, and not interested in its past history, an attempt is here made to give a concise account of the matter in its present *status*. This will involve the repetition of some statements already made, while others have been reserved for this place, which might naturally enough have been given in other connections.

The normal instruction of the state is under the general control of the board of regents, of which some account is given in the preceding chapter. This board has at its disposal the income of an already productive fund of nearly one million dollars, with a certain prospective increase. The annual income from all sources, including tuition fees from pupils not of the normal departments, is now about seventy-five thousand dollars.

*The Normal Schools.*

There are now in operation four well-equipped normal schools, for which the sites, and in great part the buildings also, were donated by the towns in which they are located.

The whole instructional force of these schools now consists of nineteen male and twenty-eight female teachers — forty-seven in all — including the four presidents.



Milwaukee Lith & Eng Co.

STATE NORMAL SCHOOL, PLATTEVILLE.





The presidents receive a salary of \$2,500 per annum; the professors, \$1,500; and the lady teachers, from \$600 to \$1,000. One professor in each of the schools receives an additional compensation as conductor of institutes.

Connected with each school is a model school, a school of observation and practice, consisting of three departments, primary, intermediate and grammar or academic, each being in charge of a competent teacher and critic.

Students are admitted to the schools in accordance with the following rules, adopted by the board of regents in 1866:

“1. Each assembly district in the state shall be entitled to six representatives in the normal school, and in case vacancies exist in the representatives to which any assembly district is entitled, such vacancies may be filled by the president and secretary of the board of regents.

“2. Candidates for admission shall be nominated by the superintendent of the county (or if the county superintendent has not jurisdiction, then the nomination shall be made by the city superintendent) in which such candidate may reside, and shall be at least sixteen years of age, of sound bodily health and good moral character. Each person so nominated shall receive a certificate setting forth his name, age, health and character, and a duplicate of such certificate shall be immediately sent by mail, by the superintendent, to the secretary of the board.

“3. Upon the presentation of such certificate to the president of a normal school, the candidate shall be examined, under the direction of said president, in branches

required by law for a third grade certificate, except History and Theory and Practice of Teaching, and if found qualified to enter the normal school in respect to learning; he may be admitted, after furnishing such evidence as the president may require, of good health and good moral character, and after subscribing the following declaration:

"I, ———, do hereby declare that my purpose in entering this state normal school is to fit myself for the profession of teaching, and that it is my intention to engage in teaching in the public schools in this state.

"No person shall be entitled to a diploma who has not been a member of the school in which such diploma is granted, at least one year, nor who is less than nineteen years of age; but a certificate of attendance may be granted by the president of a normal school to any person who shall have been a member of such school for one term, provided, that in his judgment such certificate is deserved."

Students unable or unwilling to comply with the above conditions may be received as "academic" pupils at a tuition of fifty cents per week. The number of such pupils applying is relatively small.

Pupils in the Model School pay tuition as follows: in the Grammar department, 50 cents per week; Intermediate department, 40 cents; Primary department, 30 cents.

An ample text-book, as well as reference, library is possessed by each of the schools; and all needful books are furnished to the pupils at a rental, in the Normal department, of one dollar per term. The plan works admirably, and the book rent easily keeps the text-book libraries in full supply.

The enrollment of students in all the schools for the current school year, so far as can now be ascertained is, in the Normal departments, 978; in the Model Schools, 811; total, 1,789.

The average ratio of male pupils to female, in the Normal departments, from the opening of the schools, is that of 2 to 3.

The oldest of the schools, Platteville, has now been in operation ten years; the newest, River Falls, one year.

There are two courses of study—the advanced course of four years, which includes two and a half years of Latin with the scientific and mathematical studies; and the elementary course of two years, reaching as high as Higher Algebra, Rhetoric and Botany. Professional instruction enters largely into both courses. The work in the model schools also conforms to a definite course of study.

The dormitory system is wholly eschewed, and pupils board in the best of private families, but under all necessary supervision.

Literary societies are maintained by the students, as in other higher institutions.

The normal schools of Wisconsin have no ear for the claim that professional and academic work should be separated; they believe that the best professional results will be secured by combining the two. But they also believe that a normal school is a very different thing from an academy or a high school, and that there is a philosophy of education whose principles and methods may be taught.

The normal school creed of the state has been formulated as follows:

"I. It is the proper function of normal schools to give specific and thorough instruction in such branches as the pupils may be expected to teach.

"II. It is the function of the normal schools to give instruction in such branches as will discipline mind, and more completely furnish the teacher for work in his profession.

"III. It is the function of normal schools to exemplify model teaching—such as in manner, method and matter, will be worthy of imitation, and be to the teacher a perpetual ideal.

"IV. It is the function of normal schools to give constant attention to the philosophy of education, that true methods may be comprehended, and based upon mental aptitude and laws of mind.

"V. It is the function of normal schools to provide schools of observation and practice,—model schools, or departments, dealing in such grades as are not found in normal schools proper, the more varied the better—illustrative of organization, management and gradation, as well as of instruction."

#### *The Present System of Teachers' Institutes.*

The teachers' institutes have now a vital and organic connection with the normal schools. As elsewhere stated, the state is divided into four institute districts, and one professor in each normal school is permanently set apart for the conducting of institutes in certain portions of the year. The spring institute campaign extends from about the middle of March to the first of May; the fall campaign comprises the months of August, September, and October. At these times the four

conductors are constantly in the field; and in the month of August, and to a limited extent at other times, other qualified persons, principals of high schools, etc., are employed in conducting institutes. The number of institutes held is not far from sixty, yearly.

The usual length of the institutes is four or five days, but those of two weeks in duration are quite common, and in August and September of each year a number are held of four weeks each. For each of these long-term, or normal institutes, as they are termed by way of distinction, two conductors are furnished by the board of regents; to the shorter ones but one conductor is sent.

The county superintendent is required by law to hold at least one institute each year in his county. He determines the place and, so far as practicable, the time of the meeting; applies to the state superintendent, who is chairman of the institute committee of the board, for aid in conducting his institute; gives the public notice, and labors personally to get his teachers together. In the institute he is the executive officer—it is *his* institute—and, when able, he also takes part in the work of instruction.

Enrollment blanks, blank registers and reports, and small note-books for the use of the members, are furnished by the board.

The registers and reports are kept in duplicate, one copy being forwarded to the state superintendent, and the other kept on file by the regular conductor of the district in which the institute is held.

The board pay the salaries and expenses of the conductors, and the expenses of lecturers. Other expenses are properly a charge upon the county.



The assignment of conductors to particular localities for work, and the final arrangement of dates, is made by the institute committee of the board after due consultation of all interests.

In July of each year, a conductor's meeting is held, to which come all the conductors, both regular and occasional, for consultation and work. One of the results of this meeting is a well digested syllabus, or course of study, for the long-term institutes. Greater system and uniformity of method also result, with greater enthusiasm in the work and more of the professional spirit. The conductors' meeting has come to be considered one of the educational institutions of the state.

It is no exaggeration to say that probably no part of the whole educational system of the state has more firmly intrenched itself in the confidence and esteem of the people than the institute work under the present system. The credit for this state of affairs is largely due to the veteran institute worker, Prof. Robert Graham, and Hon. W. H. Chandler of the board of regents; though many have a lesser share with them.

It may be further remarked that while the general type of Wisconsin teachers' institutes may not be one peculiar and unfound elsewhere, it is at least a tolerably marked and well defined type.

The average Wisconsin institute is not a huge and unwieldy gathering where conductors lecture and members pass complimentary resolutions. It is not a *social* gathering, but a place for study and labor. Its membership is generally not too large for some individualization of work, and coöperation rather than passive reciprocity is expected from those who compose it. And yet it is an institute and not a school.



In conclusion it is confidently believed that no state in the union has so large and secure a fund for the support of normal instruction, or so extensive and thoroughly organized a system of teachers' institutes.

The four normal schools, with more to come, must speak for themselves.

May the future far exceed the present, and achievement equal promise.













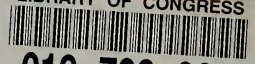








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